GEORGIANA
GĂLĂȚEANU-FÂRNOAGĂ

SINTEZE DE GRAMATICĂ ENGLEZĂ

EDITURA ALBATROS

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GEORGIANA GĂLĂȚEANU-FÂRNOAGĂ

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Cuvînt înainte

Volumul „Sinteze de gramatică engleză" tratează problemele majore ale VERBULUI în limba engleză: modurile personale: indicativul și subjonctivul, verbele modale, modurile nepersonale ale verbului: infinitivul gerunziul și participiul. Lucrarea are drept scop sistematizarea, sintetizarea și lărgirea cunoștințelor de gramatică engleză dobîndite anterior: în consecință ea reprezintă un instrument de lucru util pentru cei ce se află la nivelul mediu sau avansat în însușirea limbii engleze prin studiu individual sau în cadrul organizat, sub îndrumarea profesorului: elevii din anii IX-XII de liceu, studenții de la facultățile filologice sau nefilologice, cursanții de la universitățile culturii-științei, toți iubitorii ai limbii engleze. În elaborarea lucrării s-a pornit de la cerințele programei și manualelor de limba engleză pentru clasele IX-XII. S-a încercat utilizarea unor tipuri variate de exerciții, pentru a stimula interesul celor ce folosesc această culegere și a suplimenta materialul oferit de manuale. S-a acordat, de asemenea, importanță exercițiilor situaționale, care indică diverse posibilități de utilizarea a construcțiilor gramaticale în vorbirea engleză curentă, precum și dificultățile specifice vorbitorilor de limbă română care studiază limba engleză.

Exercițiile din cadrul fiecărui capitol și lecții se referă la aspecte legate de formarea și utilizarea problemei gramaticale respective. Acestea sînt urmate de exercițiile recapitulative și de traducere din și în limba engleză.

Succesiunea exercițiilor din culegere sînt precedate de scurte explicații teoretice, formulate pe baza gramaticii tradiționale și/sau de unul sau mai multe modele de structură. Explicațiile teoretice sînt redactate pe baza lucrărilor menționate

în cadrul capitolului Bibliografie. *Pe lîngă modelele de la începutul fiecărui exercițiu,* Cheia exercițiilor *din finalul lucrării conține și ea o parte din rezolvări. Exercițiile incluse în cheie sînt marcate în cuprinsul volumului printr-un asterisc(*).*

În sprijinul elevilor care se pregătesc pentru admiterea în învățămîntul superior, *lucrarea cuprinde o serie de exerciții de* retroversiune, *unele dintre ele fiind de asemenea rezolvate la "Cheia exercițiilor". Menționăm însă că, în majoritatea cazurilor, variantele date în cheie nu reprezintă singurele soluții posibile.*

Pe lîngă exercițiile elaborate de autoare, volumul conține și cîteva texte ilustrative din literatura modernă și contemporană din Marea Britanie sau S.U.A., precum și o serie de exerciții adaptate sau preluate din lucrări britanice sau americane pentru predarea limbii engleze ca limbă străină (menționate pe parcursul volumului sau în cadrul capitolului "Bibliografie"), care prezintă avantajul autenticității exprimării în limba engleză contemporană.

Vocabularul *și tematica exercițiilor se referă la preocupările zilnice ale elevilor, la realitățile zilelor noastre și sînt corelate cu lexicul din manualele de gimnaziu și liceu. În majoritatea exercițiilor s-au utilizat formele caracteristice stilului familiar, variantei orale a limbii engleze* (INFORMAL ENGLISH) *și s-au menționat cazurile în care anumite construcții sînt caracteristice exprimării în scris sau stilului literar/oficial* (FORMAL ENGLISH).

Pentru a fi în concordanță cu manualele de limba engleză din țara noastră și pentru a da un caracter unitar culegerii, în exerciții s-au folosit construcții lexicale și gramaticale caracteristice englezei britanice; *în cîteva cazuri însă au fost specificate și diferențele dintre uzajul britanic și cel american.*

În încheiere, exprimăm mulțumirile noastre referenților și colegilor care au făcut numeroase observații și sugestii utile pe parcursul elaborării manuscrisului. De asemenea așteptăm cu interes părerile cititorilor în vederea îmbunătățirii lucrării.

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1 FINITE MOODS: THE INDICATIVE

THE ACTIVE VOICE

The verb TO BE

1.01.* Put in AM, IS or ARE. The first three sentences are the model.

1. My father is an engineer.*)
2. I am a pupil.
3. My brothers are students.
4. They .... students in medicine.
5. My sister .... a pupil like me.
6. We .... secondary school pupils.
7. My mother ... a nurse.
8. My uncle .... a teacher.
9. My aunt .... a teacher, too.
10. They .... very good teachers.
11. I .... their pupil.

1.02. Make question and answers. Work in pairs.

1. you / a pupil — Tom: Are you a pupil? Ann: Yes, I am.
2. Pelé / a tennis player — Tom: Is Pelé a tennis player? Ann: No, he isn't.

*) Please note that the noun which follows BE in the singular (the predicative) is usually preceded by A/AN, especially if it denotes profession, nationality, or a lasting, general, unchangeable quality or feature:

Victor is a worker.
Mr Smith is an Englishman.
I am an football fan.

3. Paul Newman / an actor.
4. your friends / students
5. You / an English teacher.
6. "Hello Dolly" / a musical.
7. you / fond of musicals.
8. your father / good at tennis.
9. your classmates / football fans.
10. Elton John and Liza Minelli / singers.

1.03. * Put in WAS or WERE, to practise the verb BE in the past tense. The first sentences are the model!
Last night in the seven dwarfs' house:
1. Snow White was upstairs. She was in the bedroom.
2. The seven dwarfs were downstairs. They were in the living room. 3. Bashful ..... in a drawer. He ... ready to go
4. Sneezy and Dopey ..... on the floor. They ... already asleep.
5. Happy .... in a cupboard. He .... very comfortable.
6. Doc ... in the sink. There ..... cups all around him.
7. It ... a scene of perfect peace.

1.04. Make question and answers about Paula and Angela. Work in pairs.

Month	May	June	July	August	September
Paula	Sibiu	Timisoara	Constanta	Tulcea	Arad
Angela	Sucaava	Jassy	Constanta	Bacau	Oradea

1. Tom: Where was Paula in Sibiu?
Alice: Paula was in Sibiu in May.
2. Bob: Where were the girls in July? They were in...

1.05. Comment on the following statements using BE + NEVER/ALWAYS + ADJECTIVE / ADVERBIAL.

1. Ann: Mec wasn't interested in the conference.
Kate: Well, you know Mec, he's never interested.
2. Ann: Peter was late for school again.
Kate: Well, you know Peter, he's always late.
3. Victor wasn't at home when I phoned him.
4. Susan was punctual this morning.
5. Alice is first again.
6. The Browns weren't up when I knocked at their door.
7. The boys were rude again.
8. The girls are fed up with the boys in our class.
9. George wasn't careful and broke a plate this morning.
10. Sandra wasn't hungry when I offered her a sandwich.

1.06. When the subject of BE is a new element, unknown as yet, now introduced for the first time, we usually put THERE before the verb and the verb and the noun after it. Change the following sentences using THERE IS or THERE ARE.
1. A box is on the floor. *) There's / There is a box on the floor.
2. Some letters are on the table. There're / There are some letters.....
3. A dictionary is on the shelf. 7. Some girls are in the hall.
4. A lot of people are outside. 8. Some boys are at the door.
5. A stranger is in the living-room. 9. A public garden is in the city.
6. A sandwich is on the plate. 10. Some books are on the floor.

1.07. Rephrase the following expressions about the weather (IT IS + ADJECTIVE) using THERE IS + NOUN to express the existence of a condition.
1. It's awfully hot outside.
There's an awful heat outside.
2. It's terribly cold outside.
3. It's awfully stormy today.
4. It's awfully windy this morning.
5. It's rainy outside. (a lot of)
6. It's cloudy tonight. (There are)

1.08. Make sentences on the pattern:
1. A breeze is blowing.
There is a breeze blowing.

*) A form rarely used in English, mainly in stage directions

2. Some people are waiting outside.
There are some people waiting outside.
3. A teacher is coming.
4. Some students are reading in the library.
5. Some patients are waiting in the waiting-room.
6. A phone is ringing in the office.
7. A man is singing in the bathroom.
8. Some boys are playing football on the sportsground.

1.09. Use the prompts below to make questions with IS THERE . . . ? ARE THERE . . . ? Give your own answers.

1. telephone here
Tom: **Is there a telephone here?**
Ann: **Yes, there's one round the corner./No, there isn't.**
2. any holidays this month
Tom: **Are there any holidays this month?**
Ann: **No, there aren't./ Yes, there are.**
3. enough light in there
4. any problems
5. a snack bar around
6. any students absent
7. any news from home *(singular)*
8. any empty seats here

1.10. Use THERE WAS/THERE WERE for questions and answers in the past tense.

1. *Ann:* There's something wrong with my radio. *(yesterday)*
Bob: **Was there anything wrong with your radio yesterday?**
Ann: **Yes, there was./No, there wasn't.**
2. *Tom:* There are a lot of people outside the cinema. *(an hour ago)*
Kate: **Were there any people outside the cinema an hour ago?**
Tom: **Yes, there were./No, there weren't.**
3. There's someone outside. *(a moment ago)*
4. There are some people in the street. *(ten minutes ago)*
5. There are very many guests in the hotel. *(last week)*
6. There's a play on TV tonight. *(last night)*
7. There's a taxi waiting by the station. *(when you wanted one)*
8. There are three people waiting in the hall. *(a short while ago)*
9. There's someone studying in the next room. *(earlier today)*

1.11.A. Rewrite the following sentences as shown.

1. A sign's over the door.
There's a sign over the door.
2. Alec is there.
There he is.
3. Your gloves are here.
Here they are.
4. A message for you is in the box.
5. The light switch is here.
6. The letter-box is there.
7. A lot of people are outside.
8. The envelopes are here.
9. The documents are there.
10. Betty is there.

1.11.B. Answer the questions below as shown in the first two examples.

1. *Tom:* Is there a good bookshop around here?
Ann: **There's one across the street.**
2. *Tom:* Where's the bookshop?
Ann: **There it is across the street.**
3. Where are the newspapers?
4. Is there a good restaurant in this area?
5. Where's my dictionary?
6. Is there a travel agent's around here?
7. Are there some good shops in the centre of the town?
8. Where's the key to the suitcase?
9. Where's the new student?
10. Is there a good film on?

1.12. *THERE IS/THERE ARE introduces a new element. The following sentence beginning with IT/THEY refers to something known.*
Make sentences using the prompts below.

1. picture/wall/lovely
There's a picture on the wall. It's lovely.
2. cups/table/empty
There're some cups on the table. They're empty.
3. bottle/cupboard/full
4. books/shelf/old
5. flowers/vase/red
6. wastebasket/classroom/empty
7. children/playground/noisy
8. umbrella/bathroom/wet

1.13.A **Answer these** questions using IT IS in expressions of time, date, weather and distance (IT is an impersonal subject).

1. Bob: What time is it? Kate: It's .... o'clock.
2. Tom: What's the weather like in summer?
   Ann: It's terribly hot.
3. Dan: What's the temperature today?
   Vera: It's ... degrees {above / below} zero.
4. What's the weather like today? 5 What day is it today?
6. What date is it?
7. Is it late or early in the morning/afternoon now?
8. What's the lowest temperature in Romania in winter?
9. What's the average summer temperature in this country?
10. How far is it from your house to your school?
11. How far is it from your house to the railway station?

1.13.B. Answer these question using the verb BE to express age, size, price.

1. How old are you? 2. How old is your brother/sister?
3. How old are your parents? 4. How old is your town/village?
5. How tall is your father? Are you taller or shorter than your mother? 7. How high is about Mount "Omul"?
8. What about Mount Moldoveanu? How high is it?
9. How long is the Danube river?
10. How much is a cinema ticket in your town?

1.14.A. ASK and answer questions about these towns. Use What's it like? (IT is a personal pronoun here).

1. London / very large. Ann: {What's London like? / Tom: It's very large.}
2. Bucharest / quite pleasant.
3. Sibiu / old and historic.
4. Pitesti / very modern.
5. Manchester / interesting and ugly.
6. Canterbury / small and pleasant.
7. Edinburgh / very beautiful.

1.14.B. IT may also be used in such sentences as: "Who is it?" "It's me". Answer the questions as shown in the first examples. 1 Tom: Is it Nick? Can I see over there? (Betty)
Ann: No, it isn't. It's Betty.
2. Bob: Is it time to go? Kate: Yes, it is. It's time to go.
3. Was it Peter on the phone? (Paul) 4. Is it warm outside?
5. Is it the postman at the door? (our neighbour).
6. Was it cloudy yesterday?
7. Was it Vera who was speaking right now? (Christina)
8. Is it far from here to the exit? (quite a long way)

1.15. **Rephrase these** rather formal sentences by using anticipatory IT. (A short predicate should not be used after a long subject-group).

1. To watch birds making their ~~nest~~ nests is very interesting.
   It's very interesting to watch birds making their nests.
2. That he lost his tennis racket is a pity.
   It's a pity that he lost his tennis racket.
3. To argue with you is impossible.
4. That he passed his exams it is indeed a miracle.
5. That he won the competition was quite a surprise.
6. That she has lost weight is a matter of wonder.

1.16.A. **Answer these** questions using emphatic IT.

Situation: Mr Scott and Mr West are discussing the causes of various unfortunate happenings.

1. Mr Scott: What makes you fat? Too much bread? Potatoes?
   Mr. West: Oh, yes, it's {too much bread that makes me fat / potatoes that make me fat.}
2. What gives you indigestion? Mushrooms?
3. What keeps you awake at night? Coffee?
4. What makes you irritable? Wet weather?
5. What causes you to put on weight? Fat foods?
6. What makes you unhealthy? Lack of exercise?
7. What gives you those nightmares? Late dinners?
8. What makes you tired? Overwork?

1.16.B. Change the following sentences into constructions using emphatic IT IS/IT WAS.

1. Shakespeare was born *in Stratford-upon-Avon.*
   It is in Stratford-upon-Avon that Shakespeare was born.
2. *Columbus* discovered America in 1492.
   It was Columbus who discovered America in 1492.
3. *The English Channel* separates Britain from Europe.
4. I ran into Victor *in the market-hall.*
5. *As a result of hard work* he won the first prize.
6. I liked *your composition* best.
7. *Alice* asked me to come here.
8. *My friends* insist on the proposal.
9. *Because of his illness* we seldom see him.

1.17.* Fill in the blanks with THERE or IT.

1. . . . was a lot of rain last night.
   There was a lot of rain last night.
2. . . . was very wet last night.
   It was very wet last night.
3. . . . was a hard frost last winter.
4. . . . is very slippery outside.
5. "What killed these plants? Was . . . the slugs?"
   "No, . . . was the frost that killed them."
6. ". . . is a man at the door." ". . . is my friend Tom."
7. You have to be home by nine and . . . is eight-thirty now. . . . is time for you to go home.
8. . . . is plenty of time for you to go home and come back here again before we start the meeting.
9. "How far is . . . to Ploiești?" ". . . is sixty kilometres."
10. ". . . is a long way to go still."
11. "How much is . . . ?" ". . . is twelve lei."
12. . . . was dark in the hall. . . . was a man there but I couldn't see who he was.

THE PRESENT CONTINUOUS TENSE

FORM

1.18.A. *The PRESENT CONTINUOUS is formed with the present tense of the verb BE and the -ING form (the present participle) of the main verb.* **Write the -ING form of the following verbs:**

1. read — **reading**
2. cut — **cutting**
3. lie — **lying**
4. write
5. study
6. omit
7. begin
8. take
9. fulfil
10. live — **living**
11. worry — **worrying**
12. travel — **travelling***)
13. do
14. play
15. have
16. die
17. enjoy
18. be
19. prefer
20. offer
21. see

1.18.B.* Rewrite these sentences in the present continuous.

1. My cat . . . *(lie)* on my bed.
   My cat is lying on my bed.
2. Mary . . . *(plan)* a party for Saturday night.
3. He . . . *(nod)* his head.
4. They . . . *(move)* the cupboard.
5. Father . . . *(carry)* a box.
6. Daniel . . . *(pat)* the dog.
7. We . . . *(begin)* a course in typing.
8. Our friends . . . *(travel)* to the country.
9. They . . . *(play)* tennis now.
10. She . . . *(put)* some flowers in the basket.
11. Aunt Emily . . . *(make)* a cake.
12. Alice and Peter . . . *(buy)* a new radio.
13. I . . . *(try)* to answer your questions.
14. The old man . . . *(die)*.

1.19.A. Ask two questions for each sentence below.

1. Paul is eating in the snack bar.
   a. **Who is eating in the snack bar?** (Paul is.)
   b. **Where is Paul eating?** (In the snack bar.)
2. Paul is waiting for a friend.
   a. **Who is waiting for a friend?** (Paul is.)
   b. **Who is Paul waiting for?** (He is waiting for a friend.)
3. Some people are standing by the counter.
4. They are waiting for their lunch.
5. Dan is choosing his food.
6. Alice is ordering some ice-cream.
7. A thin lady is picking out a salad.
8. The cashier is taking the money from the customers.
9. Alec is waiting for Betty to finish her dessert.
10. He is listening to the radio.
11. A man is looking at the dishes on the counter.
12. He is reading their prices.

*) American English: *traveling*.

1.13.A. Answer these questions using IT in expressions of time, date, weather and distance. (This answer is underlined)

1.19.B. Fill in the blanks with the right preposition. 1. What are you thinking ... Jane? The summer holidays?
2. Whose bed are you going to sleep ... tonight? Yours or your brother's?
3. Who is your desk mate always dreaming ...?
4. Who are you staring ..., little boy? Don't you know it's rude to stare somebody in the face?
5. What on earth is he talking ...? I don't understand anything. 6. Excuse me, Mr Brad, who are you speaking ... on the phone? 7. What pot are you boiling the fish ...? It's very tasty, you know.
8. Who is Helen expecting a letter ...?
9. Who are you voting ... in the next class elections?
10. Which drawer are you putting the shirts in, the top or the bottom one? 11. Who is Nick waiting ... outside the cinema?

1.20. Fill in the blanks with appropiate verbs in the present continuous negative.
1. Listen, Alice, ... your brains; think before you speak.
Listen, Alice, [you are not / you aren't / you're not] using your brains; think before you speak.
2. My sister ... to school now, she's going to the cinema.
3. You ... your uniform today, are you, Dolly?
4. We can't turn on the radio now because my baby brother ... any longer.
5. We ... in our house for the time being, it is being painted.
6. Class, you ... your dictionaries when you write your compositions, and you're making a lot of spelling mistakes.
7. We are using this equipment only for the time being, ours ... right.
8. My neighbours are being foolish in this matter, they ... their heads.

STARE i.s. _____ why do you stare at me? It will make everybody stare
2. _____

B.v.t.1. 2. _____ 3. _____
the truth of it was in the face

USE

1.21. The PRESENT CONTINUOUS TENSE is used to express:

USE	EXAMPLE
1. an action happening at the moment of speaking (the action has duration and is not complete):	The wind is blowing (now). I am not wearing a coat as it isn't cold.
2. an action that extends over a (slightly) longer period of time, including the time of speaking:	I am reading a novel by John Fowles. Mother is knitting a pullover for me.
3. a temporary, limited action/behaviour (+ ad adverbial indicating present time):	I live in Brasov but I'm living in Bucharest this year. Victor usually walks to school but today he is going by bus. You are being naughty. Why are you being rude?
4. one's immediate plans for the near future (the time of the action must be mentioned):	We're going to the cinema tonight. (I've already bought the tickets).
5. a frequently repeated action which annoys the speaker (+ always, forever, continually, all the time):	Ann is always doing her homework. (She spends too much time on it) They are complaining about their neighbours all the time.
6. in subordinate clauses (temporal/conditional clauses)	We'll go for a walk while the baby is sleeping.

1.22. The PRESENT CONTINUOUS is used to express an action happening at the moment of speaking (The action has duration and is not complete).
Situation: It is 9 o'clock in the evening. The Martins are at home.

Say what they are doing.
1. Mr Martin / read the evening paper.
Mr. Martin is reading the evening paper.
2. His wife / wash the dishes.
3. Tom and Alice / watch TV.
4. They / enjoy the programme very much.
5. I / write a letter.
6. Grandmother / knit a pullover.

7. grandfather/smoke a pipe
8. They/sit near the fire

1.23. Answer these questions using the present continuous to express a TEMPORARY ACTION. Add adverbials such as: *today, this morning, this week, this month, this year.*

1. *Mr Scott:* What do you teach? Literature?
   Mr West: **Well, I (usually) teach literature, but I'm teaching grammar this year.**
2. Where do you work? At the university?
3. Where do you live? In Brighton?
4. When do you study? In the afternoon?
5. How do you get to work? By bus?
6. What do you have for breakfast? Coffee and rolls?
7. What television programmes do you watch? News programmes?
8. Where do you spend your holidays? In the mountains?

1.24. Make dialogues with the adjectives below. Use BE in the present tense continuous to indicate TEMPORARY BEHAVIOUR.

1. sentimental
   Ann: **Don't be so sentimental!**
   Jenny: **But I'm not being sentimental.**
2. careless
3. lazy
4. stupid
5. jealous
6. pessimistic
7. clumsy
8. unrealistic
9. rude

1.25. Fill in the blanks with the present continuous form of GET or GROW *to show the transition from one state to another.*

1. . . . he . . . better? Is he still in hospital?
   Is he getting better? Is he still in hospital?
2. How quickly you . . . ! How tall you are!
   How quickly you are growing! How tall you are!
3. It . . . dark. Let's go inside.
4. The children . . . tired. Put them to bed, please.
5. Our company . . . larger and more complex.
6. He . . . out of the bad habits of his school days.
7. "Are you cold?" "No, I'm not. I . . . used to the climate here."
8. None of us . . . any younger; we . . . all . . . older.

1.26. Answer the following questions. Use the present continuous tense to express *your plans for the near future.*

1. *Tom:* Where are you going after school?
   Ann: **I'm going to the library after school.**
2. What are you doing then?
3. What are you doing at 7 o'clock this evening?
4. When are you going to the opera?
5. When are you writing to your grandparents?
6. What are you doing after dinner?
7. Who are you studying with?
8. Which subject are you working on tonight?

1.27. Situation: Ann and Kate are talking about their friends. **Put in Kate's replies.** *Use the PRESENT CONTINUOUS + ALWAYS to express disapproval of an action which, in the speaker's opinion, happens too often.*

1. *Ann:* Does Alice talk a lot on the phone?
   Kate: **Well, she's always talking on the phone when I come to see her.**
2. Does Tom work hard?
3. Do the Martins play cards a lot?
4. Does Henry smoke much?
5. Do the Bartons quarrel a lot?
6. Does Susan often play the piano?
7. Does Margaret write a lot?
8. Does Emily drink much coffee?
9. Do Peter and Robert often have fights?

1.28. Make complex sentences as shown below. Use the present continuous in the temporal clause for an action in progress.

1. My friend/listen to the radio/eat
   My friend usually listens to the radio while he is eating.
2. Father/read the newspaper/eat
3. I/listen to the radio/do my morning exercises
4. My brother/sing/wash
5. I/read/travel
6. Mother/wash the dishes/cook
7. Grandmother/knit/watch TV
8. Aunt Martha/make phone calls/look after the children

1.29. Explain the use of the present continuous in the following sentences. Translate the sentences into Romanian.

1. The show **is** just **beginning.**
2. Tom **is** always **giving** me bad advice.
3. Cinema audiences **are declining** in the United States.

warn [wɔ:n] vt. 1. a person 2. a fact without, a danger to a danger to another warning [wɔ:niŋ] s. 1. admonition

4. I am dining with Susan tonight. Would you join us? 5. Frank, don't talk to me like that, please. You are being rude.
6. Mr Brown always reads the morning paper while he is travelling to work.
7. Laura is suffering from an unusual form of kidney disease.
8. "Oh, sh!" she warned. "You are becoming conspicuous."
9. We are using this equipment only for the time being; ours isn't working right.

130. Fill in the blanks with appropriate verbs in the present continuous affirmative, interrogative or negative.

1. Tom, stop that noisy game you ...
Tom, stop that noisy game you're playing.
2. The anaesthetic ... I'm in pain.
The anaesthetic isn't working. I'm in pain.
3. ... you ... Paul at six o'clock?
Are you meeting Paul at six o'clock?
4. They've moved to a new flat. They ... new furniture now.
5. He paused and looked at her. "Why ... you ...? Are you hurt?"
6. You needn't take your umbrella; it ...
7. Alice ... always ... on the phone when I call on her.
8. He went into the house ahead of us shouting, "Alice, what ... you ...? Your guests have come."
9. "I'm sorry," I said, I ... clumsy."
10. Grandfather ... in the vegetable garden now, he is watching television.
11. By the way, I ... some people over for dinner tonight.

THE SIMPLE PRESENT TENSE

Form

131. A The SIMPLE PRESENT has the same form as the infinitive but adds -S or -ES for the third person singular.
Express agreement with these statements. Pay attention to the pronunciation of the -(E)S ending: looks[s], listens[z] watches[iz]

1. Tom: David is a hard / careful worker. 2. numerical
Ann: That's right. He works carefully / hard
to make oneself understood
conspicuous adj.
1. evident, precisely, clearly, come in sight

2. prevent, avert, forbid let this be a ~ to you
aversion, avoidance 3. avis de concierge

2. George is a quick learner. 3. Sanda is a good teacher.
4. Grandfather is a slow eater. 5. Father is a heavy smoker.
6. Diana is a fast typist. 7. Mr. Jones is a bad writer.
8. Andy is a strong swimmer. 9. Mother is a careful driver.

131 B. Write these verbs in the third person singular. Pay attention to their spelling.

1. drink	3. study	6. eat	10. try	14. watch	18. stop	
drinks	studies	7. miss	11. twelve	15. live	19. dry	
2. wash	4. go	8. hurry	12. say	16. cut	20. need	
washes	5. buy	9. be	13. do	17. brush	21. come	

132. A* Put the verbs in brackets into the simple present. Situation: Schoolgirl Lucy Hall talks about her life*)

1. I (get up) at 7.30 when the alarm-clock (ring)
I get up at 7.30 when the alarm-clock rings.
2. I (eat) breakfast in a hurry, not to be late for school.
3. Dad (be) off early to the factory where he (run) a label printing business. 4. Mum (drive) to school at 8.30.
5. Unfortunately she (teach) at my school.
6. Correction - she (teach) me at my school, which (be) very hard for both of us. 7. I (travel) to school with her in the car, although it (do) my reputation no good to be seen arriving with a teacher every day.
8. I (spend) the next 25 minutes catching up on homework.
9. I (be) in the sixth form at the High School in Boston since
10. Boston, lovely though it (be), (be) years behind the rest of Britain: and we (be) so much off the beaten track.
12. At 9 o'clock assembly (start) the day with singing and notices.
13. Break eventually (arrive) after three periods.
14. Break (be) over too soon, but only two periods until lunchtime.
15. After lunch we (drag) ourselves back to two more lessons.

*) Adapted from "A Life in the Day of Lucy Hall," in: Sunday Times Magazine, January 8, 1984

16. Actually, I *(admit)* it, they can be quite fun.
17. German *(be)*, most of the time, as we *(be)* a small group of twelve.
18. Alison and I *(sit)* at the back, answering at suitable intervals.
19. We both *(like)* translations, so in those lessons we *(butt)* in quite a bit.
20. One student *(read)* the passage, then other students *(help)* translate.
21. The teacher *(help)* when we *(need)* her, but otherwise *(keep)* quiet.
22. She *(correct)* the more atrocious mistakes at the end, and *(give)* us another piece for homework.
23. I *(go)* home with mother in the car again.
24. I *(greet)* the dog, Sinbad, the cat, Abraham, and the father.
25. We *(exchange)* opinions about the day's happenings over a cup of tea.
26. Homework *(take)* up most of the evening, if not all of it.
27. If I *(organize)* myself and my work well, I *(go)* out on Thursday evenings to Pilgrim Venture Scouts where I *(enjoy)* myself with people of my own age.
28. Otherwise Catie, my best friend, *(ring)* me, just for a chat.
29. I *(go)* to bed at about 10.30 and *(read)* a novel until 11 p.m. when I can't absorb any more, and I *(crash)* out completely.
30. And everybody *(say)* these *(be)* the best years of your life! Well, I quite *(enjoy)* school really!

1.32.B. Look at the above exercise again and say what Lucy Hall does every day.

1. I *(get up)* at 7.30 when the alarm-clock *(ring)*.

Lucy / She } gets up at 7.30 when the alarm-clock rings.

1.33. Ask your deskmate about work in his/her family and write down the questions and answers to make a questionnaire.

e.g.

Questions	Family members
1. Who cooks your food?	Mother. Grandmother (sometimes).
2. Who does the shopping?	We all do.

1. cook your food
2. do the shopping
3. clean the house
4. make the beds
5. wash the windows
6. work in the garden
7. feed the dog
8. buy the Radio and TV Times

1.34.A. Formulate two questions for each statement below to practise the difference between FORMAL and INFORMAL usage. Use WHO, WHOM or WHOSE in your questions + the appropriate preposition.

1. This gold watch belongs *to my grandfather.*
   a. *(formal)* **To whom does this gold watch belong?**
   b. *(informal)* **Who does this watch belong to?**
2. Every week Daniel receives a letter *from his grandmother.*
3. When I go to the country I sleep *in my grandfather's bed.*
4. The old lady usually has confidence *in her lawyer.*
5. The chairman of the meeting wishes to speak *to the secretary.*
6. We vote *for our leaders* in the elections.
7. The chairman usually sits *between Mr Brown and Mr Green.*
8. The papers on the desk belong *to the headmaster.*

1.34.B. Formulate two questions beginning with WHO for each sentence below: a. for the subject; b. for the object.

1. *A surgeon* operates *on sick people.*
   a. **Who operates on sick people?**
   b. **Who does a surgeon operate on?**
2. A teacher marks students at the end of every term.
3. A shop-assistant sells goods to people.
4. A secretary helps her boss to plan his time.
5. A postman brings letters to people.
6. A fashion model shows new styles of clothes for men, women and children.
7. A doctor cures sick people.

1.35. Look at exercise 1.32.A. again and make questions and answers about Lucy Hall's life.

1. Where/the Halls/live
   Tom: **Where do the Halls live?**
   Ann: **They live in Boston, Lincolnshire.**
2. When/Lucy/get up
   Bob: **When does Lucy get up?**
   Kate: **She gets up at 7.30.**

3 Who / work / in a factory.
Dan: who works in a factory?
Vera: Mr. Hall { does. / works in a factory.
Vera:
4. Where / Mrs Hall / teach 5. how / Lucy and her mother / get to school
6 what time / school / start 7. how many lessons / the girls / have every day.
8. what subject / Lucy / like best 9. where / she / sit
10. who / help / the students translate the passage.
11. what / the teacher / correct. 12. who / Lucy / greet at home
13. what / the Halls / exchange opinions about.
14. what / take up / most of the evening 15. who / ring Lucy / in the evening
16 what time / Lucy / go to bed.

L36 Fill in the blanks with appropiate verbs in the simple present negative
1. I ... my teeth every evening; I sometimes forget.
I don't { brush / clean } my teeth every evening; I sometimes forget
2. The Middle East is extremely dry; it ... much there
The Middle East is extremely dry; it doesn't rain much there.
3 Children, in general, ... to bed late.
4. Father ... to work every day; sometimes he goes by bus.
5. We ... English lessons every day; only twice a week.
6 I ... swimming every day, only three times a week.
7 Victor ... in an office, he works in a factory.
8 The postman ... letters on Sundays, does he?
9 University students ... uniforms.
10. Steve ... a shower every morning, he sometimes forgets.
11. You ... enough homework, I know; you should try harder.
12. You should buy this book, I don't. Fortunately, it ... much.

L37. DO/DOES can be used in the affirmative, too, when we want to stress the action expressed by the verb.
Respond to the following statements, using emphatic DO/DOES.
1. Ann: Laura swims very well.
Kate: Yes, she does swim well, but I can swim better.

2. Ann: Susan and Mary work very hard.
Kate: Yes, they do work hard, but I can work harder.
3. Diana dances very well.
4. Helen and Alice play tennis very well.
5. Sandra drives very fast.
6. Angela types very well.
7. Liz and Betty learn very fast.
8. Christine works very hard.
9. Paula and Lily walk very fast.
10. Lucy and Julia skate very well.

USE

L38. The SIMPLE PRESENT TENSE is used to express:

USE	EXAMPLE
1. habitual actions (+ adverbs such as: often, usually, never, always, every day, in the morning, on Sundays)	My mother usually goes to market on Sunday mornings. I never get up late (in the morning).
2. general truths or characteristics:	The Earth moves around the sun. A tailor makes clothes.
3. momentary actions, completed almost at the same time they are performed (in contexts such as: reporting demonstrations, ceremonial utterances, stage directions, radio or TV commentaries, announcements, headlines):	Bill gets out of bed, comes downstairs, has a bath, and stands attentively.
4. planned future actions, when the future action is considered part of an already fixed programme (with verbs of motion: come, go, leave or verbs expressing planned activity: begin, start, end, finish. The adverbials indicating future time are obligatory.)	Our winter holiday begins on December 22nd. I leave Bucharest at 8 a.m. and arrive in Brasov at 11 a.m.
5. in temporal and conditional clauses, when there is a future / present / imperative in the main clause:	Have something to eat before you go. If you don't hurry we shall be late.

1.39.A. *The SIMPLE PRESENT TENSE is used to express HABITUAL ACTIONS.*

Read the following, then say what Susan Ross does every day. Begin:
Susan Ross has an interesting job. She is a secretary. She writes . . . .

1. My name is Susan Ross.
2. I have an interesting job. I'm a secretary.
3. I write a lot of letters every day.
4. I answer the telephone and meet people.
5. I use the typewriter every day.
6. I type letters and official papers on it.
7. I put papers away in the file cabinet.
8. I stand between my boss and his visitors.
9. I ask them why they want to see him.
10. Then I let them into his office.
11. I help my boss to plan his time.
12. I also remind him of important appointments.
13. I work eight hours every day.
14. I like my job very much.

1.39.B. Speak or write about one of the following:

1. Susan Ross' work;
2. Lucy Hall's everyday activities;
3. Your father's/mother's working day;
4. Your daily programme.

1.40. Use the information given below to make sentences containing FREQUENCY ADVERBS. Choose from:
rarely — seldom — never
usually — often — always

1. Julia is an excellent student. *(make mistakes)*

Julia is an excellent student. She { **seldom** / **rarely** / **never** } **makes mistakes.**

2. The Martins don't like to stay in town on Sundays. *(go hiking in the mountains)*
3. A woollen sweater is expensive, but . . . . *(last a long time)*
4. Tony is such a lazy fellow! *(do his homework)*
5. I like to keep fit. *(do exercises in the morning)*
6. June is a warm, sunny month. *(rain in June)*
7. Patricia likes films very much. *(go to the cinema)*

8. A film . . . *(last more than two hours)*
9. Mrs Grant dresses well. *(have on nice-looking clothes)*
10. October is a cold and wet month. *(rain in October)*

1.41. Make sentences using the following words. Pay attention to the order of words in the sentence.

1. Alice, puts, on her desk, in the morning, usually, some flowers.

Alice usually puts some flowers on her desk in the morning.

Subject + adv. of frequency + predicate + direct object + + adv. of manner + place + time

2. Tom, drinks, in the morning, always, tea.
3. Father, finishes, at five o'clock, work, every day.
4. Dan and his friends, go, on Saturdays, to the cinema.
5. Mother, mixes, in this bowl, cakes, always.
6. The neighbour's dog, chases, often, our cat.
7. We, speak, very well, English.
8. Our club, holds, once a month, a meeting, at school.
9. Mrs Brad, looks, on her way to work, in the shop windows, always.
10. Mr Barton, teaches us, twice a week, English.
11. I, carry, every day, my books, to school.
12. We, play, usually, tennis, on Sunday mornings.
13. My deskmate, does, very well, his homework, always.

1.42. *The SIMPLE PRESENT is used to express GENERAL TRUTHS.*

Answer the following questions:

1. Where does the sun rise?
   The sun rises in the east.
2. Where does the sun set?
3. What floats on water?
4. What temperature does water boil at?
5. What temperature does water freeze at?
6. What planets move round the sun?
7. What makes things fall to the ground?

1.43. Use this rhyme written by an English poet, Christina Rosetti, to say how you make a pancake. Use the simple present and connectors such as: first, next, then, after that.

Mix a pancake, Fry a pancake,
Stir a pancake, Toss a pancake,
Put it in the pan Catch it if you can.

eg. First I mix the pancake. Next...

1.44. Use the prompts given below to make questions and answers in the simple present about PLANNED FUTURE ACTIONS which are part of a fixed programme / schedule.

1. the next train/ arrive/ at 6.30.
Tom: When does the next train arrive?
Ann: It arrives at 6.30.
2. the last bus/ leave/ at midnight 3. tonight's TV programme/ start/ 4. the meeting/ end/ in half an hour 5. your holiday/ begin/ on July 6th 6. the film/ finish/ in twenty minutes 7. the visiting lecturer/ come to the University/ the day after tomorrow? 8. Mr Barton/ retire/ next month

1.45. Make one sentence for each of the situations below. Use the simple present in the temporal / conditional clause.

1. You are working in the garden. It might rain soon. You'll go indoors then.
I'll go indoors if it rains.
2. You'll be going to bed. You'll turn off the light then.
I'll turn off the lights when I go to bed.
3. You might have visitors tomorrow. You'll stay at home then.
4. Susan is going to arrive at 8.30. You'll be at the railway station to meet her.
5. The weather might get better. You'll go for a walk then.
6. Christine is going to phone soon. You'll speak to her then.
7. It might rain this afternoon. You'll take your umbrella then.

8. You might catch the 7.30 tomorrow. Then you'll be in Brașov at 10.30.
9. Lunch is going to be ready soon. You'll call me then.
10. We know it'll get dark. We'll turn on the lights then.

VERBS NOT NORMALLY USED IN THE CONTINUOUS FORM

1.46. The following verbs are not normally used in the continuous form:

VERB	EXAMPLE	OTHER USES OF THE VERB
Verbs of inert perception:		
HEAR	I **hear** music. It **sounds** good.	You **will be hearing** from him (= *you'll get news from him.*)
SEE	I see a bird!	I'**m seeing** the manager tomorrow. (= *I'm meeting him by appointment.*)
SMELL	I **smell** gas! It **smells** bad.	I'**m smelling** the flower.
TASTE	This food **tastes** good.	Mother **is tasting** the soup.
FEEL	This material **feels** soft.	I'**m feeling** the ground with my foot. 'How **are** you **feeling**?' 'Fine.'
SOUND		
LOOK	You **look** well.	You'**re looking** better today. *(temporary)* Tom **is looking** at Helen. (= *He is using his eyes to see.*)
APPEAR	He **appears** to be asleep. (= *seems to be*)	The actor **is appearing** on the stage.
Verbs of inert cognition:		
BELIEVE		
CONSIDER	I don't **consider** it wise to interfere. (= *It is my opinion*).	I'**m considering** buying a new bicycle. (= *I'm thinking of...*)
EXPECT	I **expect** she'll come later. (= *I believe, I think*).	I'**m expecting** a letter from her. (= *I'm waiting to receive*)

VERB	EXAMPLE	OTHER USES OF THE VERB
HOPE IMAGINE KNOW SUPPOSE THINK UNDERSTAND, etc.	I **think** he is a kind man. (= *It is my opinion, I believe*)	I'm **thinking** of my grandmother. (*This thought is going through my mind now.*)
Achievement verbs: FORGET NOTICE REALIZE RECOGNIZE		
Attitudinal verbs: DISLIKE LIKE LOATHE LOVE HATE MIND PREFER WANT WISH REFUSE REGRET	I don't **mind** his smoking. (=*I have no objection*)	Who **is minding** the baby? (= *is taking care of...*)
Verbs of having and being: BE BELONG TO CONTAIN CONSIST OF COST DEPEND ON DESERVE HAVE	Tom **is** at school. He **is** a pupil. How much **does** this book **cost?** I **have** a bicycle.	You **are being** rude today, Julia. (*temporary behaviour*) Eggs **are costing** more these days. I can't answer the phone. I'm **having** a bath. (= *I'm taking*)

VERB	EXAMPLE	OTHER USES OF THE VERB
HOLD	This bottle **holds** 3 litres. (= *contains*)	I'm **holding** the bottle in my hand. (= *I'm keeping it.*)
MATTER OWN RESEMBLE etc.	Daniel **resembles** his mother.	Ann **is resembling** her mother **more and more.**

1.47.A. *Verbs of inert perception are not used in the continuous aspect. (They refer to actions of the senses which are INVOLUNTARY).*
Fill in the blanks with the appropriate verb in the present simple form. Choose from: *hear, see, smell, taste, feel**)

1. Your soup . . . great.
   Your soup tastes great.
2. I . . . something burning.
3. Tom . . . this man every day on his way to school.
4. I . . . voices. There is someone at the door.
5. I like this pudding. It . . . good.
6. I . . . cold air. Close the window, please.

1.47.B. *English speakers sometimes use perception verbs with other meanings***) *or to express a VOLUNTARY use of their senses and then these verbs can be used in the continuous aspect.*
Fill in the blanks with the appropriate verb in the present continuous form. Choose from: *smell, taste, feel, see, hear.*

1. "How . . . your mother . . . now?" "She . . . much better."
   "How is your mother feeling now?" "She's feeling much better."
2. "What are you doing?" "I'm . . . this meat to see if it is spoiled."

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*) Verbs of the senses are usually preceded by CAN in modern spoken English *(I can see you)*, though the simple present *(I see you)* is still heard.

**) *Feel* = 1. touch; 2. is used in a medical sense.
See = 1. meet by appointment; 2. visit (places of interest); 3. accompany.
Hear from = receive news, a letter.

3. "Where's Paula?" "She ... out to see the sights of Oradea. She'll be back soon."
4. "What's the matter with you?" "I ... not ... well today. I have a cold."
5. "What is Kate doing in the kitchen?" "She ... the soup to see if it needs more salt."
6. I ... the dentist today. I have an appointment with him.
7. Julia ... the material to see if it is real cotton.
8. "Do you ... from Patricia these days? Have you received any letters from her?"

1.48.A. Answer the following questions in order to practise verbs of THINKING, ATTITUDE etc., which are not used in the continuous aspect.

1. Do you always **understand** your English teacher? When don't you understand her/him?
2. Look at the sentence you've written. Do you **realize** your mistakes?
3. What do you do if you don't **know** the meaning of a word?
4. Do you **believe** in hard work or in good luck?
5. What do you sometimes **forget** to do in the morning?
6. What do you **need** to make an ice-cream?
7. Do you **prefer** to watch a film on TV or to see it at the cinema?
8. What do you **consider** to be a good film?
9. Do you always **agree** with your parents? What happens if you don't?
10. Do your parents **think** you are always right?
11. Do you **mind** waiting for your friends?
12. Why do you **trust** your friends?
13. Do you easily **recognize** people you haven't seen for a long time?

1.48.B.* Put the verbs in brackets into the simple present or present continuous form. *Note that THINK and CONSIDER can be used in the continuous aspect if they mean REFLECT, WEIGH MATTERS.*

1. Paul *(think)* about the exam.
   Paul is thinking about the exam.
2. He *(think)* it was long and difficult.
   He thinks it was long and difficult.
3. ... you *(smell)* gas? I *(think)* the new stove is leaking.
4. Fred *(consider)* buying my old bicycle.

5. He *(consider)* it a good bargain.
6. ... you *(remember)* the name of the boy who *(walk)* on the other side of the street?
7. "What ... you *(think)* about?" "I *(think)* about my holidays. I *(think)* I'll have a good time at the seaside."
8. I *(suppose)* I must go now. My parents *(wait)* for me at home.
9. The bus ... still *(stand)* at the bus-stop. ... you *(think)* we can just catch it?
10. ... you *(listen)* to what I am saying? ... you *(understand)* me?
11. These children never *(listen)* to what you say. They ... always *(think)* about something else!
12. "... you *(recognize)* that woman?" "I *(think)* I've seen her before but I *(not, remember)* her name."

1.49. *Verbs expressing ATTITUDES are not used in the continuous aspect.*
Put the verbs in brackets into the simple present form.

1. Your father and I **(care)** about you. You are our only child.
2. We *(not,* **want)** to make you miserable. We **(desire)** the best in life for you.
3. Don't worry. Your father **(forgive)** you for wrecking the family car.
4. Remember, however, he **(hate)** careless drivers.
5. You realize, of course, that I *(not,* **like)** reckless drivers either.
6. We know teenagers **(love)** speed; nevertheless we **(refuse)** to let you use the car again until you slow down.
7. We *(not,* **want)** to see you in hospital.
8. Father and I **(wish)** you would think about this conversation carefully.

(C.W. Pollock)

1.50. The following sentences contain verbs which are not used in the continuous aspect. Translate the sentences into Romanian.

1. I **notice** Susan is wearing a new dress today.
2. "Listen to this record." "It **sounds** good. Who is the singer?"
3. I **expect** he'll apologize for being late.
4. Do you **suppose** the children are still sleeping?
5. I **feel** (= think) I am making good progress in English.
6. Do you **mind** helping me a moment? I'm trying to mend this chair.
7. Henry **refuses** to buy a new overcoat.

8. I **regret** I can't keep my appointment with the **dentist**.
9. Your new dress is beautiful, I **envy** you.
10. Diana **hates** spiders. She **loathes** snakes.
11. Tony **seems** rather tired today.
12. He **appears** rather worried.
13. It is still raining, but it **looks** as if it will soon stop.
14. The sick man **requires** a lot of attention.
15. It's too late now. Nothing **matters** any more.

1.51.* *The verb BE is not normally used in the continuous aspect. However, it may occur in the present continuous tense with certain adjectives such as: stupid, silly, obstinate, absurd, unreasonable, to indicate TEMPORARY BEHAVIOUR.*
Fill in the blanks with BE in the simple present or present continuous form, as appropriate.

1. It's no use trying to persuade him. He . . . an obstinate child.
It's no use trying to persuade him. He is an obstinate child.
2. He . . . funny; don't believe him.
He is being funny; don't believe him.
3. Simon . . . a silly boy. He always does foolish things.
4. "Mary, what are you doing with that vase?" "I . . . sorry, I . . . clumsy."
5. Monkeys . . . unreasonable animals.
6. People . . . difficult to understand sometimes.
7. Why . . . you . . . so rude today? You've never behaved like this before.
8. Michael . . . the best student in the class.
9. I believe she . . . foolish this morning.

1.52. Answer the following questions to practise verbs of having and other verbs which are not used in the continuous tenses.

1. What does *funny* **mean?**
2. What does *e.g.* **stand for?**
3. How many books does your school library **contain?**
4. How many lessons does your English textbook **include?**
5. How many matches does that box **hold?**
6. How much does a box of matches **cost?**
7. What does sulphuric acid **consist of?**
8. How much do you **owe** your deskmate?
9. Which parent do you **resemble/take after?**
10. Who does your cousin **remind** you **of?**

1.53. *Verbs expressing POSSESSION (have, own, belong to, possess) are not used in the continuous aspect. The verb HAVE, however, has the continuous form when it does not express possession.*
Answer the following questions, using HAVE to replace other verbs.

1. *Adrian:* Is George learning French?
Bob: **Yes, he's having French lessons.** . . . *French lessons*

Adrian:	*Bob:*
2. Is Monica in Braşov?	. . . *a holiday*
3. Are you going to see her?	. . . *a party*
4. Is Monica learning to ski?	. . . *skiing lessons*
5. Is she enjoying herself here?	. . . *a wonderful time*
6. Is that Professor Parker in the café over there?	. . . *a cup of coffee*
7. Is his wife with him?	. . . *a pizza*

1.54. Practise verbs that seldom occur in the continuous form in the following class activities:
1. A student describes a place by telling the class what he can see, hear, smell there. The class have to guess where it is.
2. A student describes an animal: *It has a trunk and four legs,* etc. The class have to guess what animal it is.
3. A student thinks of an object. The class ask him questions about it until they guess what it is:
   a. Who does it belong to?
   b. What does it measure?
   c. What does it weigh?
   d. What does it consist of?
   e. What does it contain?
   f. Does it feel hard of soft, rough or smooth?
   g. Does it look nice?
4. Tell the class:
   a. What you like doing best;
   b. What you hate doing most;
   c. What animals you like;
   d. What animals you loathe.

1.55. *When something in the context indicates that some gradual/temporary process is going on, it is possible to use most verbs in the continuous form.* **Explain the use of the simple present and the present continuous in the following pairs of sentences:**

1. We **suppose** he's gone home.

2. I'm **supposing**, for the purposes of this argument, that your intentions are unknown.
3. I **forget** who it was who said it.
4. You **are forgetting** that I don't like spinach.
5. Speak up, he **doesn't hear** very well.
6. There must be something wrong with these headphones; I'm **hearing** very strange noises.
7. The stew **tastes** good.
8. This soup's **tasting** better, but I still think it needs more salt.

REVISE [ri'vaiz] vt. 1. to reconsider, to review 2. school. to recapitulate.
REVISION [ri'vizən] n. 1. revision 2. school. recapitulation.

SIMPLE PRESENT OR PRESENT CONTINUOUS?

1.56.* Revise the uses of the present continuous (exercise 1.21.) and of the simple present (exercise 1.38). Then put the verbs in brackets into the proper form of the present.

1. Victor *(live)* in Brașov. At present he *(live)* in Bucharest.
   Victor lives in Brașov. At present he is living in Bucharest.
2. The wind *(blow)* hard outside. It often *(blow)* hard in autumn.
3. The play *(begin)* now. Plays on TV always *(begin)* at 8.15 p.m.
4. It *(get)* colder and colder. Winter *(come)*.
5. Mr Brad *(write)* historical novels. Now he *(write)* a novel about Vlad the Impaler. I *(look forward)* to reading it.
6. Monica *(try)* to finish her work early today. She *(go)* to the theatre in the evening.
7. I sometimes *(forget)* to take my keys when I *(leave)* the house.
8. We *(spend)* this week on the coast; we *(enjoy)* ourselves very much.
9. Every morning I *(get up)* early. On Sunday mornings I *(sleep)* late.
10. I *(plan)* to buy a bicycle soon.
11. Today I *(not read)* the newspaper that I usually *(read)*.
12. The Romanians *(celebrate)* their national holiday on ~~August 23rd.~~ December 1st.
13. On my way to school I usually *(meet)* many people who *(go)* to their work.
14. Our neighbours *(always, interfere)* in other people's affairs!

STEW [st(j)u:] 1. stufat; tocană; Irish ~ tocană de carne 2. (of fruit) compot 3. (fam.) încurcătură, bucluc; to be in a ~ a) a fi într-o încurcătură b) a fi mirosit ll A.vt. a fierbe (fam.) to let smb. ~ in his own juice a lăsa pe cineva să fiarbă în propria sa zeamă

15. When it *(rain)* people usually *(stay)* indoors.
16. The sun *(rise)* in the east and *(set)* in the west.
17. He always *(lose)* his temper if you *(try)* to argue with him.
18. I will wait until you *(come)*.
19. It *(be)* a fine spring day. The sun *(shine)* and a light breeze *(blow)*. Mrs Grant *(walk)* in the park with her daughter Laura. Laura *(see)* a flower, *(bend)* and *(pick)* it up. Then she *(offer)* it to her mother. Mrs Grant *(thank)* her.
20. "This is our itinerary. We *(leave)* home on the 4th, *(arrive)* in Suceava on the 5th, *(spend)* the day in Suceava, and *(set out)* the next day to visit the famous monasteries in the area."
    "That *(sound)* most interesting. You must tell me all about it when you *(get)* back."

1.57. Make sentences using the present continuous or simple present form of *arrive, get* **or** *go. Use the present continuous to express your immediate plans for the future and the simple present to indicate planned future actions as part of a fixed programme.*

1. What time/you/to the reception/this evening?
   What time are you going to the reception this evening?
2. What time/the plane/to Arad/tomorrow morning?
   What time does the plane get to Arad tomorrow morning?
3. My family and I/to Maramureș/on our holidays next summer.
4. Excuse me/this train/in Deva/at 6 a.m.?
5. I/to the end of this exercise/in a few minutes.
6. You/up to the top of the mountain/on your next hike?
7. What time/ship/in Tulcea/tomorrow afternoon?
8. the team/to the stadium/soon?
9. When/you/out of school/this afternoon, Margaret?
10. The maths inspector/through your town/on Thursday morning; he'd like to visit your school at that time.

1.58. In the temporal clauses below, put the verbs in brackets into the present continuous or simple present form, according to the meaning.

1. They will stay with us when they *(arrive)* here.
   They will stay with us when they arrive here.
2. I'll lay the table while you *(wash)*.
   I'll lay the table while you are washing.
3. I always read a book while I *(travel)*.

4. I'll buy a new pair of shoes when I *(get)* my pay at the end of the month.
5. Students frequently make mistakes when they *(do)* this exercise.
6. I'll tell him the news when he *(wake up)*.
7. People usually stay indoors when it *(rain)*.
8. Take a photo of the baby while he *(sleep)*.
9. While you *(lie)* on the beach I'll be studying for my exams.
10. I have my hair cut whenever it *(get)* too long.

1.59. Make sentences with the words below. Use the present continuous when possible.

1. Mother/smell/the food
2. The food/smell/ready to eat
3. The children/have/new kites
4. They/have/a good time
5. I/think about/pollution
6. I/think/pollution is dagerous
7. The actress/look/young and beautiful
8. The girls/look at/her admiringly
9. The patient/feel/hot
10. The nurse/feel/his pulse
11. The public/listen to/the orchestra
12. They/hear/all the instruments
13. The audience/look at/the actors
14. They/see/the actors very well

1.60. Put the verbs in brackets into the simple present or present continuous.

Pollution
after P. Wilcox Peterson

1. Pollution *(hang)* like a brown cloud over New York today.
2. Dirt and smoke *(pour)* from cars and factories these days.
3. Pollution *(spoil)* the air people *(breathe)* and it *(harm)* their health.
4. New York *(have)* a big problem now.
5. The city *(have)* dirty air.
6. The air *(smell)* bad and it *(look)* ugly.
7. Pollution *(be)* a health problem, too, because it *(hurt)* people's lungs.
8. Many people *(realize)* that pollution *(be)* dangerous.
9. They *(think)* of it all the time.

10. They *(think)* they can breathe clean air only when they *(go)* to the country.
11. John *(walk)* in a field right now.
12. He *(smell)* a flower and it *(smell)* good.
13. He *(touch)* the flower with his hands and it *(feel)* soft.
14. He *(listen)* for birds but he *(not hear)* any. Pollution *(harm)* birds too.
15. John *(believe)* that pollution *(come)* between us and nature.
16. He *(want)* people to work together and make the air cleaner soon.

THE SIMPLE PAST TENSE

FORM

1.61. *The SIMPLE PAST TENSE in REGULAR VERBS is formed by adding -ED to the infinitive.* **Put the following verbs into the SIMPLE PAST. Pay attention to their pronunciation and spelling.**

1. look	5. cry	13. ask	21. count
looked [lukt]	6. open	14. study	22. help
2. stop	7. play	15. wash	23. answer
stopped [stɔpt]	8. want	16. mend	24. watch
3. carry	9. admit	17. finish	25. drop
carried ['kærid]	10. work	18. decide	26. end
4. wait	11. stay	19. listen	27. travel
waited ['weitid]	12. live	20. walk	28. need

1.62. Fill in the blanks with appropriate regular verbs in the simple past tense. Choose from the lists above.

1. I . . . my hands and face ten minutes ago.
   I washed my hands and face ten minutes ago.
2. It was hot yesterday and we . . . all the windows.
3. The boys . . . football last Sunday.
4. The baby was hungry and . . . all night.
5. Frank . . . a long time for the bus this morning.
6. The lesson was easy, but some pupils . . . a lot of questions.
7. Dan usually goes to work by bus, but yesterday he . . . .
8. Emily was ill yesterday and . . . at home.
9. We . . . TV last night.
10. The little girl was tired, so her father . . . her.
11. I . . . my homework late last night.
12. Paula went into the kitchen and . . . her mother.

13. My parents ... in Ploiești until 1980.
14. Simon opened the book and ... at the pictures.

1.63.* Put the verbs in brackets into the simple past.

1. Edison *(be)* born in Ohio in 1847.
2. He *(be)* not a good student when he *(be)* a young boy.
3. His mother *(educate)* him at home.
4. Although Edison *(be)* not good at school, he *(love)* science.
5. He often *(have)* accidents while he was making scientific experiments.
6. Edison *(be)* a great scientist. He *(invent)* about 6,000 things.
7. His inventions *(include)* the electric light, the phonograph, and the mimeograph machine.

1.64. *IRREGULAR VERBS vary considerably in their simple past form and must therefore be learnt by heart.* **Put the verbs in brackets into the simple past.**

1. I *(hear)* the news on the radio this morning.
2. Mother *(spread)* the butter on the bread.
3. The old man *(beat)* the dog with a stick.
4. His carelessness *(cost)* him his life.
5. The pipes *(burst)* because of the cold.
6. The teacher *(come)* into the classroom and *(shut)* the door behind her.
7. I *(forget)* to post the letter yesterday.
8. Mr Brad *(hold)* many important positions in his youth.
9. The Bartons *(sell)* their car last year.
10. They *(pay)* all their bills then.
11. I *(find)* a watch in the street the other day.
12. The strong wind *(bend)* the tree.
13. We *(think)* you *(need)* help. That's why we *(ring)* you up.
14. The boy *(catch)* a bad cold last week.
15. They *(fight)* a losing battle.
16. Last Saturday Mrs Plumb *(lend)* her neighbour her vacuum cleaner.
17. My mother *(teach)* me how to sew last year.
18. I *(see)* a good film last night.
19. The clerk *(bring)* his lunch with him yesterday.
20. The cleaning woman *(sweep)* the dirt under the rug.
21. The captain *(lead)* his men to victory.
22. The secretary *(keep)* the money in the safe.
23. The boys *(dig)* a hole for the tree.
24. The woman *(hang)* the clothes on the line.

25. Philip *(feed)* his dog twice a day.
26. The patient *(lie)* in bed all day yesterday.
27. Laura *(stick)* the notice on the bulletin board yesterday.
28. Our class *(choose)* a new president last month.
29. Alice *(wear)* her new dress to the party.
30. The helicopter *(fly)* over town.
31. The snake *(creep)* along the ground.
32. They *(freeze)* the food before they shipped it.
33. She *(bear)* her troubles without complaint.
34. The sun *(rise)* at five this morning.
35. The dog *(bite)* the little boy yesterday.
36. Paula *(tear)* her dress on a nail.
37. The dog *(hide)* the bone under the bed.
38. The little girl *(fall)* on the ice yesterday and *(hurt)* herself badly.
39. I *(mean)* what I *(say)*.
40. Our team *(win)* the match yesterday.

1.65. Put these sentences into the simple past tense as shown below.

1. I usually lend books to my friend Tom.
   I lent Tom some books yesterday.
2. I always send grandmother a card on her birthday.
3. I usually spend my holiday in the mountains.
4. We always burn the dry leaves when spring comes.
5. Dan sets the alarm clock every evening.
6. My leg often hurts.
7. I always burst into laughter when I hear Frank's jokes.
8. I learn some new English words every day.
9. I often mis spell the verb 'lose'.
10. They build many new blocks of flats in our town every year.
11. Sometimes the cat spills its milk.

1.66. Read the sentences below and respond to them using the simple past tense of the verbs in italics.

1. Our grandfather clock *strikes* the hours regularly. It was 6 o'clock an hour ago.
   The clock struck { the hour / six } an hour ago.
2. You always *shake* hands when you meet someone. Roger introduced me to his friend Adrian yesterday.
3. Mary usually *forgets* her English textbook. What happened yesterday?

4. Father never *beats* me at chess. Last night was an exception.
5. Father usually *digs* the garden on Sunday. Yesterday was Sunday.
6. I always *wear* a uniform at school. I went to school yesterday.
7. The sun *shines* every day on the Black Sea Coast. What about yesterday?
8. Michael is a very good runner and he usually *wins* every race. He had a race last week.
9. We *understand* our English teacher when she speaks slowly. Yesterday she spoke very slowly.
10. My father *winds* the big clock every night before he goes to bed. What about last night?
11. Every Sunday Tudor *sees* a film at the local cinema. What about last Sunday?
12. Grandfather often *loses* his umbrella. It happened again yesterday.

1.67.* In the narrative below put the verbs in brackets into the simple past tense.

1. Lightning *(strike)* twice by our house last night.
2. We *(hear)* the sound of thunder and we *(smell)* the lightning in the air.
3. The first flash *(hit)* a neighbour's tree.
4. It *(tear)* the bark off the tree.
5. Although the tree didn't burn, the lightning *(kill)* the tree.
6. The second flash *(strike)* another neighbour's chimney.
7. When it *(strike)*, it *(tear)* out a whole row of bricks.
8. The chimney *(fall)* down noisily.
9. The fire *(start)* immediately.
10. Our neighbours *(call)* the firemen who *(come)* at once and *(put)* out the fire.
11. We *(be)* lucky. The lightning *(miss)* our house.

1.68. Put these sentences into the simple past. Use a dictionary if necessary.

1. My aunt *weeps* over the loss of her little dog.
   My aunt wept over the loss of her little dog.
2. They *rise* at 6.30.
3. He *springs* to his feet on the entrance of the lady.
4. I *tread* on the ice very carefully.
5. Aunt Martha *flies* to Timişoara.
6. Those apples *cost* 8 lei a kilo.
7. On Sunday he *lies* in bed all morning.

8. Grandfather *digs* his garden.
9. Those monkeys *breed* well in captivity.
10. She *chooses* good books.
11. This singer *broadcasts* every Saturday afternoon.
12. We *lay* the table at one o'clock.
13. Frightened, she *clings* to her brother's arm.
14. The students *raise* their hands when they *want* to ask a question.

1.69. *The INTERROGATIVE of regular and irregular verbs is formed with DID + SUBJECT + INFINITIVE (without TO).* **Complete the questions below.**

1. The dwarfs finished work *at 5 o'clock.* **What time . . . ?**
   What time **did the dwarfs finish work?**
2. The dwarfs looked *at the clock on the wall.* **Where . . . ?**
3. The clock showed *five o'clock.* **What time . . . ?**
4. The dwarfs picked up *their pickaxes.* **What . . . ?**
5. They started *on the way home.* **Where . . . ?**
6. They marched *in single file* from the mine. **How . . . ?**
7. At last they reached *the clearing.* **What . . . ?**
8. Dopey carried a lamp *so that they could see their way.* **Why . . . ?**
9. Doc, who was the first, stopped *abruptly.* **How . . . ?**
10. He pointed *in the direction of their home.* **Where . . . ?**
11. *"Jiminy crickets!"* the dwarfs exclaimed. **What . . . ?**
12. Doc opened the door *slowly.* **How . . . ?**
13. The dwarfs entered the room quietly *because they were frightened.* **Why . . . ?**
14. Dopey remained on guard *outside.* **Where . . . ?**
15. The dwarfs searched the house *systematically.* **How . . . ?**

1.70. *When WHO is the subject of the question, DO/DID is not used.*
Tom asks Dan a question about the subject of the sentence because he cannot believe he has heard the right name.

1. *Dan:* Paula lost an umbrella in the tube.
   Tom: **Who lost an umbrella? Surely not Paula!**
2. Daniel broke his leg on the sportsground.
3. Patricia lost a parcel in the bus.
4. Mr Adams bought a house near the sea.
5. David produced a musical in Constanța.
6. Helen found an old manuscript in a library book.
7. Susan won a beauty contest in Mamaia.
8. Eliza fell down the stairs in the hotel.

1.71. Ask questions about the statements above. This time Tom asks a question about the adverb of location in each sentence as he is surprised by what he has heard.

1. *Dan:* Paula lost an umbrella in the Tube.
   Tom: **Where did she lose it? Surely not in the Tube!**

1.72. *The NEGATIVE of regular and irregular verbs is formed with DID NOT (DIDN'T) and the infinitive without TO.*

Situation: Mrs Barton made a list of things to do. But she lost the list, so she forgot to do them.

e.g. **She didn't buy an alarm clock.**

THINGS TO DO
— Buy an alarm clock
— Pay the electricity bill
— Go to the dentist
— Write to Uncle Ben
— See the manager
— Book theatre tickets
— Wash the red dress
— Iron Tom's shirts

USE

1.73. The SIMPLE PAST TENSE is used:

USE	EXAMPLE
1. for **actions completed in the past at a definite time:**	
a) when the time/place or other circumstances are given:	Lucy **phoned** me { at six o'clock. / as soon as I got home. / from school.
b) when the time is asked about:	'When **did** you **read** *Hamlet?*' 'I **read** it last year.'
c) when the action clearly took place at a definite time even if this time is not mentioned:	The train **was** five minutes late.
d) when the time becomes definite as a result of a question and answer in the present perfect:	"Have you found that letter yet?" "Yes, I have." "When did you find it?" "I found it { a moment ago." / when I tidied up my drawer."

USE	EXAMPLE
e) when there is a sequence of past events (narrative use):	I **met** Philip yesterday and we **talked** for a few minutes.
2. for **past habitual or characteristic actions:**	When Mr Barton taught at our school, he **rode** his bike to classes.
3. in **indirect speech,** instead of the simple present, when the introductory verb *(say, tell, ask,* etc.) is in a past tense:	Paul told me he **had** a new camera.

1.74. Make sentences with the words below. *Use the SIMPLE PAST to express actions completed in the past (the TIME/PLACE is given).*

1. Daniel, *support,* yesterday afternoon, at the conference, my proposal.
   Daniel supported my proposal at the conference yesterday afternoon.
   (Subject + predicate + direct object + adverbial of place + adverbial of time)
2. Eliza, *ask,* at school, the same question, two days ago.
3. They, *climb,* the day before yesterday, to the top of the hill.
4. I, *hear,* some time ago, that tune, on the radio.
5. He, *express,* his opinion, at the meeting.
6. Virginia, *propose,* when the meeting started, a change of plan.
7. We, *identify,* last Sunday, on the map, the town.
8. They, *reach,* before leaving, an agreement.

1.75. Use appropriate verbs in the simple past to ask and answer questions *about the TIME when an action took place.*

e.g. *Tom:* **When / What time } did the professor have breakfast?**
Ann: **He had breakfast at nine o'clock.**

Professor Parker's Programme for Wednesday, 21 October:
9.00 a.m. Breakfast
9.30 a.m. Car calls at hotel to go to Ministry of Education

10.00 a.m. Meeting with Director of Science Education
11.00 a.m. Visit to Art Museum
12.30 a.m. Money exchange at International Hotel
12.45 a.m. Shopping
1.30 p.m. Lunch with Director at International Hotel
3.30 p.m. Free time
5.00 p.m. Lecture at Physics Research Institute on 'Nuclear Research in Britain.'
7.00 p.m. Dinner with Head of Research Institute
8.00 p.m. Play at the National Theatre
11.00 p.m. Drive back to hotel.

1.76. In the following narrative, put the verbs in brackets into the SIMPLE PAST in order to *express a SEQUENCE OF PAST EVENTS.*

1. Snow white *(be)* alone in the deep woods.
2. She *(walk)* on and on through the woods.
3. She *(pass)* by a large lake and then *(enter)* a large clearing.
4. There *(be)* a little house with white walls and a red roof.
5. It *(look)* like a doll's house.
6. In order to reach the house Snow White *(cross)* a bridge over a stream.
7. The animals *(follow)* her.
8. She *(walk)* up to the house and *(look)* in through one of the windows.
9. 'Oooh!' Snow White *(murmur)*. 'It's dark inside.'
10. She *(knock)* on the door. There *(be)* no answer.
11. Plucking up courage, she *(open)* the door and *(enter)*.
12. 'Hello! Anybody at home?' she *(call)*.
13. Nobody *(answer)* her call.
14. Snow White *(turn)* round.
15. She *(raise)* her hands in surprise.
16. 'Oh!' she *(gasp)*. 'What cute little chairs!'
17. She *(walk)* around the room inspecting it.
18. It *(be)* very untidy. She *(decide)* to clean it.
19. The animals *(want)* to help her, so they all *(start)* work immediately.
20. Snow White *(pick)* up the broom and *(start)* to sweep the floor.
21. The turtle *(wash)* the dishes and the big squirrel *(wipe)* them.
22. The little squirrels *(dust)* the furniture and *(tidy)* up the room. Then they *(clean)* the fireplace.

23. Everybody *(work)* as fast as they *(can)* and soon everything *(look)* really spick and span. *(After G.N. Smith)*

1.77. *When one past action follows another very closely we can combine them by using WHEN, AS SOON AS, THE MOMENT, and two SIMPLE PAST tenses.*
Use the prompts below to connect two sentences in the simple past. Add any missing words.

1. Tom/open/window — bird/fly out
   When / As soon as / The moment } Tom opened the window the bird flew out.
2. play/end — audience/go home
3. little girl/see/mother — she/start/cry
4. we/go out — it/begin/rain
5. train/leave — he/cross/to the other platform
6. Alec/notice/us — he/sound/his horn
7. bell/ring — lights/go out
8. traffic lights/change — car/drive off

1.78. Ask and answer questions about Charles Chaplin. *Use verbs indicating actions that took place over a period of time in the past.*

e.g. **How long did Chaplin live? (For) 88 years.**
How long was he married to Mildred Harris? (For) 2 years.

Charles Chaplin's life history:

16th April 1889: Born in London
1907—1913: Worked with Fred Karno
1910: Went to the United States
1918—1920: Married to Mildred Harris
1923—1952: Worked with the United Artists Corporation
1924—1926: Married to Lita Grey
1935—1942: Married to Paulette Godard
1943: Married Oona O'Neill
1952: Left the United States and returned to Europe
25th December 1977: Died in Switzerland

1.79.A. Fill in the blanks with appropriate verbs in the SIMPLE PAST to express PAST HABITUAL ACTIONS.

1. When father was young he . . . chess every day.

2. Old Mr Martin always . . . an umbrella with him.
3. I never . . . to the theatre when I was a little child.
4. When we lived at Sulina we often . . . in the Danube.
5. When Angela was studying English, she . . . thirty words every day.
6. In those days she . . . very hard.

1.79.B. *A PAST STATE (with verbs expressing states) or a PAST HABIT (with verbs expressing events) can also be rendered by the anomalous USED TO + INFINITIVE construction.*
Fill in the blanks with USED TO + suitable verbs.

1. They . . . in Medgidia, but now they have a flat in Constanța.
They used to live in Medgidia, but now they have a flat in Constanța.
2. When we were little children, we . . . our holidays in the country.
3. Father doesn't go in for sport now, but he . . . football when he was younger.
4. Mother . . . French quite well, but she's forgotten most of it now.
5. They . . . very friendly; I don't know why they don't speak to each other any more.
6. I . . . spinach, but I like it very much now.
7. You . . . me postcards, but you don't anymore. Why don't you?
8. When we lived in Tulcea, we . . . fishing every summer.

1.79. C. Make questions and answers using the prompts given.

1. what/drink for breakfast — milk/tea
Mrs Brown: **What did you use to drink for breakfast?**
Mrs Green: **I used to drink milk but I drink tea now.**
2. where/live — in Glasgow/in Edinburg
3. where/work — in a factory/in an office
4. what time/get up — at seven/at eight
5. how/get to work — by bus/by car
6. what time/come home — at seven/at six
7. what/do in the evenings — go out/stay at home
8. where/spend your holiday — in the mountains/at the seaside

1.80. Make sentences based on the given facts to contrast past and present actions.*)
1. plant the same crop every year — plant a different crop every year
Farmers used to plant the same crop every year.
Now they plant a different crop every year.
2. plant in straight rows — form curving rows
3. have small crops — have much larger crops
4. winds/blow the the good land away — trees/stop the wind
5. droughts/turn the land to dust — farmers/irrigate the land
6. the land turn to dust — stay wealthy and rich
7. farmers/lose many crops — get large crops
8. plant the same crops — give the land a rest
9. have a hard time — have an easier time

1.81. Put the verbs in brackets into the WOULD + INFINITIVE form, to express PAST HABITUAL ACTIONS.
Situation: *New Year on the Farm*
(after P. Wilcox Peterson)

1. When I was growing up, we lived on a farm near the town. Every year all our relatives **would come,** from other farms and from the town, to be with us on New Year's Eve.
2. We *(work)* for days to prepare for the holiday.
3. Mother and the girls *(clean)* every part of the house.
4. They *(get)* all the extra rooms ready for the relatives.
5. Then they *(wash)* all our best clothes.
6. The men *(cut)* extra wood for the cooking.
7. Father *(kill)* the biggest turkey and then he *(clean)* the bird.
8. On December 31st the women *(get up)* early to begin cooking.
9. Mother *(stuff)* the turkey and then she *(roast)* it.
10. Aunt Ellen *(make)* dozens of cakes and pies.
11. Aunt Ann *(lay)* the table for dinner.
12. I *(feed)* the dog and the cat, waiting for the New Year to come in.

1.82. Make sentences about life on the farm in the past. Use WOULD + INFINITIVE and these time markers:
1. In the old days 2. In my childhood

*) *We use the present tense simple, not USED TO, to express what we habitually do in the present.*

3. Before modern times
4. When I was young
5. Formerly
6. In those days

1.83. Rephrase the following sentences by using WOULD for repeated actions in the past and USED TO for an action or state characterizing a person in the past.*)

1. He walked to school whenever it was sunny.
   He would walk to school whenever it was sunny.
2. She always invited me to her parties.
   She used to invite me to her parties.
3. As far as I remember, he always wore dark glasses.
4. Dan cycled to work whenever the weather was fine.
5. He often played tennis when he was young.
6. Victor took the bus every time he got up late.
7. Whenever I went to the theatre, I sat in the front row.
8. She often worked in the fields when she was a little girl in the country.
9. I glanced at my watch many times during Uncle Victor's speeches.
10. The house was generally full of people in the old days. There often were tremendous parties.

1.84. *The SIMPLE PAST is used in INDIRECT SPEECH instead of the SIMPLE PRESENT when the introductory verb (say, tell, ask, etc) is in a past tense.* **Put the verbs in brackets into the simple past.**

1. He asked me where I *(live)*.
   He asked me where I lived.
2. I told him I *(live)* in Bucharest.
3. I explained to him I *(be)* an engineer.
4. He knew I *(come)* from Sibiu.
5. He wanted to know if I *(speak)* German.
6. I said I *(can)* speak both German and English fluently.
7. He had heard I *(have)* a brother.
8. I informed him I *(be)* an only child.

*) WOULD is preferred to USED TO for repeated actions in the past; it usually appears in the main clause of a sentence when the subordinate clause begins with WHENEVER or EVERY TIME; it is not necessarily a contrast to the present.

1.85. Put the verbs in brackets into the simple past.

1. Christine *(feel)* very tired after her exam.
2. She *(decide)* to go away.
3. She *(ask)* Monica to go with her.
4. They *(go)* to a travel agency.
5. They *(book)* a weekend in Cluj-Napoca.
6. They *(travel)* to Cluj-Napoca the following Saturday.
7. They *(stay)* in a pleasant hotel.
8. It *(be)* quite near the centre.
9. They *(go)* sight-seeing.
10. They *(meet)* some interesting people.
11. They *(do)* some shopping.
12. They *(enjoy)* the holiday very much.
13. They *(return)* to Bucharest on Sunday evening.
14. Christine *(feel)* a lot better after the short holiday.

1.86.* Put the verbs in brackets into the simple past.

1. Before modern farming methods, farmers *(lose)* many crops owing to dry weather.
2. Sometimes dry periods *(last)* for many years.
3. In those days, a long dry period, or drought, often *(turn)* the land to dust.
4. Then winds *(come)* along and *(blow)* the good land away.
5. This *(happen)* year after year.
6. Farmers themselves *(make)* the situation worse.
7. Each year they *(plant)* the same crops.
8. They never *(give)* the land a rest.
9. The land *(become)* poor with too much use.
10. They always *(plant)* in long, straight rows.
11. These *(break)* the land into fine dust.
12. Farmers *(have)* a very hard time until they *(start)* to use modern farming methods.

1.87. Ask and answer questions about the famous actor Stan Laurel, using the information below.

1. What/real name
2. When/born

3. Where/born
4. How many brothers and sisters/have
5. What/his father's occupation
6. When/go to the United States
7. When/the first Laurel and Hardy film/make
8. How long/Laurel and Hardy/work together
9. How many film comedies/make
10. Who/Laurel/marry
11. When/die
12. Where/die

Name: Arthur Stanley Jefferson
Date of Birth: June 16th, 1890
Place of Birth: Ulverston, in north-west England
Brothers and sisters: 2 brothers, 1 sister
Father's occupation: Theatre manager
Career: September 1910 to the United States
1926 First Laurel and Hardy film
1926—1955 More than 100 film comedies with Hardy
Marriage: Ida Kitaeva, a Russian singer, 1946
Died: Santa Monica, California, 1965.

1.88. Write out the life history of Stan Laurel using the information above.

THE PAST CONTINUOUS TENSE

FORM

1.89. *The PAST CONTINUOUS tense is formed by the past tense of the verb BE and the -ING form (present participle) of the main verb.*
Fill in the blanks with suitable verbs in the past continuous.

When father came home yesterday,

1. mother . . . dinner,
mother was cooking dinner,
2. the girls . . . the dishes,
the girls were washing the dishes,
3. the boys . . . the table,
4. grandmother . . . a pullover,

5. grandfather . . . a newspaper,
6. baby Simon . . . in its cot,
7. an actor . . . a poem on the radio,
8. several people . . . on TV,
9. the phone . . . loudly,
10. the next-door neighbours . . . party.

1.90. Ask questions to which the words in italics are the answers.

1. At five o'clock yesterday, *the seven dwarfs* were working *in the diamond mine.*
   a. **Who was working in the diamond mine at 5 o'clock yesterday?** (The seven dwarfs)
   b. **Where were the seven dwarfs working at five o'clock yesterday?** (In the diamond mine)
2. *At a table* Doc was testing the diamonds. **Where . . . ?**
3. He was examining them *carefully.* **How . . . ?**
4. Sleepy was driving *the cart full of diamonds.* **What . . . ?**
5. *A deer* was pulling the cart. **Who . . . ?**
6. Happy and Sneezy were singing *happily.* **How . . . ?**
7. *Dopey* was sweeping the floor. **Who . . . ?**
8. *The day's work* was coming to a close. **What . . . ?**
9. Grumpy and Bashful were thinking *of the evening's relaxation.* **What . . . of?**
10. They were preparing *to go back home.* **What . . . for?**

1.91. Use the prompts below to make questions and short answers in the past continuous.

1. you/*have* breakfast/at 8 o'clock yesterday
   Tom: **Were you having breakfast at 8 o'clock yesterday?**
   Ann: **Yes, I was/No, I wasn't.**
2. your teacher/*give* you/a test/at this time last week
   Bob: **Was your teacher giving you a test at this time last week?**
   Kate: **Yes, he was./No, he wasn't.**
3. you/*work*/at this time yesterday
4. your parents/*watch* TV/when I phoned
5. you/*sleep*/at 10 o'clock last night
6. your deskmate/*sing*/when the teacher came in
7. you/*walk* home/when you saw your teacher
8. you/*swim* in the sea/at this time last year
9. your parents/*live* in this town/when you were born
10. your brother/*have* a bath/when the phone rang

USE

1.92. The PAST CONTINUOUS tense is used to express an action in progress in the past, whose exact limits are not known and are not important.

USE	EXAMPLE
1. *With a point in time* it expresses an action in progress (going on) precisely at that moment:	At 12.30 yesterday we were **having** a walk in the park.
2. *With a period of time* it expresses an action that continued for some time:	Yesterday morning I **was jogging** through the park.
3. *During a period of time* it expresses the beginning and ending of an action.	From six to eight yesterday evening we **were playing** tennis.
4. *With another action in the simple past* it expresses an action that began before and probably continued after the other (shorter) action which interrupted it.	While / As } I **was jogging**, a man stopped me and asked me the time.
5. *With another action in the past continuous* it expresses an action going on at the same time with the other past action.	The boys **were playing** football while the girls were **watching** them.
6. *With ALWAYS* it expresses a frequently repeated past action, which often annoys the speaker.	Victor **was** always **ringing** me up late at night.
7. *With an adverb of (future) time* it expresses a definite future arrangement seen from the past (a sort of near-future-in-the-past).	Daniel was busy packing, for he **was leaving** the next day.
8. *After a reporting verb in the past* it is used as a past equivalent of the present continuous.	He told us he **was staying** at the 'Lido' Hotel.

1.93. Make questions and answers to indicate what you were doing at these times yesterday, last week, etc.

1. 7 o'clock/yesterday morning

Tom: **What were you doing at 7 o'clock yesterday morning?**

Ann: **I was** { **sleeping** / **having a shower** / **getting dressed** } **at 7 o'clock yesterday morning.**

go out (despre foc etc.) - a se stinge

2. at this time/yesterday
3. at this time/last week
4. at noon/yesterday
5. at this time/last year
6. at midnight/last Sunday
7. at dinner time/yesterday evening

1.94. Answer the questions below. *Use the past continuous with a period of time to show that an activity went on for some time in the past.*

1. *Julia:* Did you watch television long last night?
   Jenny: **Yes, I was watching television all evening.**
2. Did Paula smoke much last night?
3. Did her friend talk much last night?
4. Did it rain hard yesterday?
5. Did the Browns quarrel badly yesterday morning?
6. Did Victor drive a long way yesterday?
7. Did Martha work hard yesterday?
8. Did the Martins listen to the radio on Sunday morning?

1.95. Situation: Yesterday was December 31st. When the clock struck midnight and the lights went out, the Bartons and their guests were doing various things: **Make sentences about them.** *Use the PAST CONTINUOUS for the action in progress at a certain past moment and the SIMPLE PAST for the action which parallelled, intersected or interrupted its progress.*

1. Mr Barton/pour the champagne
   Mr Barton was pouring the champagne when the lights went out.
2. the young people/dance
   The young people were dancing when the clock struck midnight.
3. Mrs Barton/talk on the phone
4. Mrs Martin/eat a sandwich
5. her husband/drink some wine
6. the children/play hide-and-seek
7. two men/argue
8. Uncle Victor/stand by the door
9. Aunt Emily/get dressed/in the bedroom
10. some guests/watch TV

1.96. Make sentences about the people in exercise 1.95 to practise *the use of two past continuous tenses for two actions going on at the same time in the past.*

1. Mr Barton — Mrs Barton
   While Mr Barton was pouring the champagne, Mrs Barton was talking on the phone.
2. Mrs Martin — her husband;
3. the children — the men;
4. Aunt Emily — Uncle Victor;
5. some guests — some other guests.

1.97. Add WHEN + suitable verbs in the simple past to the sentences below to practise *the contrast between actions going on for a longer period of time in the past (prolonged actions) and actions of short duration (momentary actions).*

1. Angela was studying German . . . .
   Angela was studying German when I met her.
2. The Martins were living in the country . . . .
3. Mr Brad was teaching Physics . . . .
4. Barbara was working in a hospital . . . .
5. We were taking piano lessons . . . .
6. Sandra was staying with some relatives . . . .
7. Diana was learning French . . . .

1.98. Situation: Mr West demands an answer, but Mr North is noncommittal.
Put in Mr North's replies, using indirect questions in the past continuous after I ASKED IF . . . .

1. *Mr West:* Is your daughter having a baby or not?
   Mr North: **Well, I asked if she was having a baby, but she wouldn't say.**
2. Is your son getting married or not?
3. Are your children going on holiday or not?
4. Are your neighbours moving out or not?
5. Is your colleague handing in his notice or not?
6. Is he leaving the town or not?

1.99. Change these sentences to the past. Notice the relationship between *the present continuous and the past continuous.*

1. I am sitting at my desk right now. *(At this time yesterday)*
   I was sitting at my desk at this time yesterday.

2. The children aren't at home. They are playing in the park. *(When father came home)*
3. *From five to seven* Fred is washing the car.
4. What are you doing in my room?
5. I don't want to go to the Zoo because it is raining. *(Yesterday)*
6. Tudor is *always* inviting me to parties.
7. It is getting dark. The wind is rising.
8. Patricia says she is working in a bank.
9. We are busy packing, for we are leaving tonight. *(That night)*

1.100.* Read the following sentences. Change each verb to the past continuous if it is possible.

1. It rained. Lightning struck the tree.
   It was raining. Lightning struck the tree.
2. I sat by the window. I heard the sound.
3. The man looked at the house. The reporter took his picture.
4. I looked out of the window. I saw a flash of light.
5. They had a small house. They wanted a bigger one.
6. It was 8 o'clock in the evening. Ann talked to her guests.
7. We needed more room. We added another room to the house.
8. Mother cooked dinner. Father washed the dishes.

FUTURE IN THE PAST

1.101. *There are several ways in English for describing happenings which are seen in the future from a point in the past.* **Look at the table below.**

FORM	EXAMPLE
PAST CONTINUOUS	They **were leaving** the next day.
WAS/WERE GOING TO + INFINITIVE	The beauty contest **was going to take place** the next Sunday.
WAS/WERE TO + INFINITIVE (literary)	This strange, nervous individual **was** later **to be** defendant in one of the most notorious trials of all time.

FORM	EXAMPLE
WOULD + INFINITIVE (literary)	Twenty years later, Dick Whittington **would be** the richest man in London.
SIMPLE PAST	Pitt, who later **became** Britain's youngest Prime Minister, was at this time Chancellor of the Exchequer.

(G. Leech)

1.102. *GOING TO in the past tense indicates that something which was intended to happen did not happen.* **Read the questions below and then explain why you didn't do these things.**

1. *Tom:* Why didn't you telephone me?
   Ann: **I was going to telephone you, but I didn't have time.**
2. Why didn't you do some shopping?
3. Why didn't you visit your friend?
4. Why didn't you send your grandmother a telegram?
5. Why didn't you order a taxi?
6. Why didn't you book a ticket?
7. Why didn't you see a doctor?
8. Why didn't you write your cousin a letter?

1.103.* Replace the phrases in italics by WAS/WERE GOING TO or WAS/WERE TO.

1. They *intended to* play tennis after breakfast.
   They were going to play tennis after breakfast.
2. The professor *was scheduled to* speak at a conference that evening.
   The professor was to speak at a conference that evening.
3. Work on the tunnel *was scheduled to* begin in April.
4. You *intended to* tell me about your conversation with Victoria.
5. I put on my raincoat because I thought it *would* rain.
6. Victoria and Adrian *had arranged to* meet outside the cinema.
7. Yes, I *meant to* tell you what she said, *didn't* I?
8. The general elections *were scheduled* for early March.

(take place)

1.104. Rewrite these sentences using WAS/WERE ABOUT TO or WAS/WERE JUST GOING TO.

1. When I came into the room, the little boy was (just) on the point of opening one of the drawers.
   When I came into the room, the little boy { was about to / was just going to } open one of the drawers.
2. I was on the point of going home when Susan at last arrived.
3. The little girl was so upset that she seemed to be on the point of breaking into tears.
4. Henry was on the point of buying a new radio when his friend advised him not to.
5. I was on the point of saying the same thing.
6. The girls were on the point of entering the house when it started to rain.
7. We were on the point of reaching the summit when the storm broke.

SIMPLE PAST OR PAST CONTINUOUS?

1.105. Explain the use of the simple past and the past continuous in the following sentences.

1. As I was walking to school yesterday, I saw an accident.
2. You remember how Robert was always reciting poems.
3. I swam in the sea twice a day while I was staying at the seaside last week.
4. Alice stopped beside Tony who was in particularly low spirits. He was leaving in the morning.
5. It was getting dark and the general drove more slowly than ever.
6. I looked into my father's study. He was no longer working.
7. By the time the month was up, Albert realized he was fighting a losing battle.
8. The car was just rounding the bend when a tyre burst.
9. "Why did you lend him that book? I was still reading it."
   "I'm sorry. I didn't know that you were still reading it."
10. "What were you doing from 2 to 4 yesterday afternoon?"
    "I was having a nap."

1.106.* Put the verbs in brackets into the simple past or past continuous as appropriate. (In some cases either form can be used, but the meaning will be different).

1. While I *(wait)* for the bus, the rain *(stop)*.
2. When I *(meet)* Alice she *(live)* in the country.

3. Frank *(borrow)* my bicycle while I *(be)* in the country.
4. We *(write)* in our notebooks while the teacher *(talk)*.
5. We *(talk)* about you when you *(come)* into the room.
6. The Bartons *(lock)* their house while they *(be)* away.
7. When Martha *(finish)* her homework she *(help)* her mother with the housework.
8. The girls *(wait)* while the boys *(buy)* the tickets.
9. Alice *(work)* as a hotel receptionist when I first *(meet)* her.
10. While Margaret *(watch)* TV, the milk *(boil)* over.
11. As I *(cross)* the road a lorry *(knock)* me down and *(break)* my leg.
12. Mr Grant *(sit)* in the yard while his wife *(cook)* dinner. Then he *(go)* into the house and *(have)* dinner with his family.

1.107. Make two sentences for each of these situations to practise the contrast between the simple past and the past continuous.

1. Lily watched television last night. The phone rang in the middle of the programme. She answered it.
Lily was watching television when the phone rang. When the phone rang, she answered it.
2. The postman walked down our street yesterday morning. An old house caught fire. He phoned the Fire Brigade immediately.
3. Paul played golf yesterday afternoon. Halfway round the course he received a telegram. He left immediately.
4. Mr Grant drove to Sibiu yesterday. On his way there the engine broke down. Mr Grant asked a lorry-driver to tow him.
5. Aunt Emily went to an open-air theatre last night. During the performance it started to rain. She went home.
6. An old man sat on a bench in Cișmigiu Gardens. A passer-by asked him the time. The old man told him.

1.108. Use the simple past or the past continuous in the following.

A. 1. Mary *(look)* out of the window when the accident *(happen)*.
2. She *(see)* a traffic light turn red.
3. She *(hear)* brakes screech.
4. She *(know)* the driver *(try)* to stop his car.
5. Many people *(watch)* when the two cars *(collide)*.

B. 1. A wood fire *(burn)* in the fireplace, and a cat *(sleep)* in front of it.
2. A girl *(play)* the piano and *(sing)* softly to herself.
3. Suddenly there *(be)* a knock on the door.
4. The girl *(stop)* playing.
5. The cat *(wake)* up.

1.109. Read the following excerpt adapted from *Old Man at the Bridge* by *Ernest Hemingway*. Translate the passage into Romanian. Retell the story.

An old man with steel-rimmed spectacles and very dusty clothes sat by the side of the road. There was a bridge across the river and carts, trucks and men, women and children were crossing it. But the old man sat there without moving. He was too tired to go any farther.

"Where do you come from?" I asked him.

"From San-Carlos," he said and smiled. "I was taking care of the animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said. "I stayed, you see, taking care of the animals. I was the last one to leave the town of San-Carlos. I had to leave them."

"What animals were they?" I asked.

"There were two goats and a cat and then there were four pairs of pigeons."

"And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked watching the far end of the bridge.

"No," he said, "only the animals I stated. I am seventy-six years old. I have come twelve kilometres now and I think I can go no further."

"This is not a good place to stop," I said.

"I will wait a little while," he said, "and then I will go."

He looked at me very blankly and tiredly, then said, having to share this worry with someone, "The cat will be all right. I am sure. But the others. Now what do you think about the others? What will they do under the artillery?"

"Did you leave the dove cage unlocked?" I asked.

"Yes."

"Then they'll fly."

"But the others. It's better not to think about the others," he said.

"If you are rested, I would go," I urged. "Get up and try to walk now."

"Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

"I was taking care of the animals," he said dully, but no longer to me. "I was only taking care of the animals."

There was nothing to do about him. It was Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling, so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.

THE PRESENT PERFECT TENSE

FORM

1.110.* *The PRESENT PERFECT tense is formed with the present tense of HAVE and the past participle of the main verb.*
Fill in the blanks with HAVE or HAS as shown in the first two examples. Translate the sentences into Romanian.

1. "Go and wash your hands." "I **have washed** them already."
2. "Does your little boy miss his nurse?" "No, he **has forgotten** her."
3. The doctor thinks it's pure nerves and he . . . **given** me pills.
4. "Do you know the man?" "I . . . **met** him."
5. Bill, what . . . **come** over you? You make me sad talking like this.
6. I'm convinced that he . . . **done** more against tuberculosis than any man living in this country.
7. "I . . . **had** nothing to eat all day," the tall boy said mournfully.
8. "Sir, I . . . **written** a poem." "Good. May I see it?"
9. "Well, this is a hell of a mess your son . . . **got** into! I don't wonder you are upset." "It . . . **been** a terrible blow to me."
10. "Are you keen on sailing?" "I... never **done** any."

(An English Grammar Practice Book)

1.111. *The PAST PARTICIPLE of regular verbs has exactly the same form as the SIMPLE PAST.*
Situation: Today is the 8th of March, so Mr Barton has done all the housework himself. When his wife comes home, he tells her what he has done.

1. water the flowers
   Look! I { 've / have } watered the flowers.
2. wash the floor
3. dust the furniture
4. open the windows
5. air the rooms
6. wipe the kitchen table
7. wash the dishes
8. boil the milk
9. empty the dustbin

1.112. *With irregular verbs the PAST PARTICIPLES vary.*
Make past participles out of the following infinitives of regular and irregular verbs.

1. work **worked**	5. write	11. play	17. get	23. decide	29. eat	
	6. speak	12. sit	18. give	24. ring	30. show	
2. see **seen**	7. listen	13. lay	19. drink	25. forget	31. strike	
	8. shut	14. have	20. watch	26. go	32. swim	
3. spend	9. take	15. make	21. drive	27. lend	33. stay	
4. wear	10. pay	16. do	22. buy	28. come	34. teach	

1.113. Say what these people have just done. Use the PRESENT PERFECT tense.

1. Alice/*ride*/her bicycle
   Alice has just ridden her bicycle.
2. the boys/*play*/football
   The boys have just played football.
3. Mr Grant/*write*/a novel
4. We/*hear*/the opera 'Othello'
5. I/*visit*/my grandparents
6. The children/*go*/to school
7. Henry and Alice/*get*/married
8. Father/*return*/from his trip
9. Mother/*have*/a driving lesson
10. My friend/*drive*/a racing car
11. I/*buy*/a new dress
12. Our guests/*leave*

1.114. *The INTERROGATIVE is formed by inverting the auxiliary and the subject.*

Ask questions and give short answers in the PRESENT PERFECT tense using the prompts below.

1. write a poem
   Tom: **Have you ever written a poem?**
   Ann: **Yes, I have./No, I haven't.**
2. ride a horse
3. see a camel
4. eat pineapple
5. have any driving lessons
6. be in a TV studio
7. play chess
8. do any skiing
9. sail a boat
10. swim in the Danube
11. meet a famous person

1.115.* *The NEGATIVE is formed by adding NOT to the auxiliary.*

Put the verbs in brackets into the PRESENT PERFECT negative. The first two sentences are the model.

1. Robert is a very childish young man; he **hasn't grown up** yet.
2. Simon, why are your toys all over the house? You **haven't picked** them **up** yet.
3. I'm waiting for the postman; he *(not, come)* yet.
4. I've been here for half an hour, waiting for a friend; but he *(not, show up)* yet.
5. We've been at this table for more than an hour, but the waiter *(not, bring)* us the food yet.
6. Please don't try to swallow the cake in one gulp, Simon; you *(not, chew)* it up yet.
7. My new car is parked in the street; they delivered it a few hours ago. I *(not, try)* it out yet.

1.116. Change the following sentences from PRESENT PERFECT NEGATIVE + YET to STILL + PRESENT PERFECT NEGATIVE. *(STILL is used before the auxiliary for emphasis).*

1. Paul hasn't solved the problem yet.
   He still hasn't solved the problem.

2. I wrote to Margaret last month but she hasn't answered my letter yet.
3. It's January already, but we haven't had any snow yet.
4. Robert has been working on this project for a long time but he hasn't finished it yet.
5. He told me he would finish it last week, but he hasn't handed it in yet.
6. We've been looking for some missing papers for hours but we haven't found them yet.
7. I thought Aunt Emily was going to tell us about her arrival last week, but we haven't heard from her yet.

USE

1.117. *There are three different uses of the PRESENT PERFECT.*

Look at the table below:

USE	EXAMPLE
1. RESULTATIVE PERFECT (the result of a past event is still felt at the *present time*):	I've recovered from my illness. (I'm now well again).
2. CONTINUATIVE PERFECT (the action/state extends over a period lasting up to the present moment):	We've lived in this house **for** twenty years. / **since** 1965.
3. THE PERFECT OF EXPERIENCE (what has happened once or more than once within the speaker's experience)	I've **always** walked to work. I've been to the cinema **twice** this week.

1.118. Make sentences to express *an action completed in the recent past, whose result can be seen.* **Use the present perfect tense.**

1. *Ann:* Where's your homework? *I/forget/it*
   Tom: **I've forgotten it.**
2. Christine doesn't look very well. *she/have/flu*
3. You're back late! *we/be/to the theatre*
4. Why isn't George playing? *he/give up/sports*
5. Why are you phoning the police? *there/be/an accident*

6. Michael looks rather depressed. *he/break up/with his girlfriend*
7. Where is your English book? *I/lose it*

1.119. Complete the following sentences to practise the PRESENT PERFECT SIMPLE after BECAUSE.

1. I can't write any more . . . *(my pen/run out of ink)*
   I can't write any more because my pen has run out of ink.
2. I can't tell you the time . . . *(my watch/stop)*
3. Steve knows how to do it . . . *(I/show him)*
4. I'm pleased with myself . . . *(I/work very hard)*
5. We don't know how our grandparents are . . . *(we/not hear from them)*
6. I don't know the result yet . . . *(the post/not come)*

1.120. Give appropriate responses to the following. Use PRESENT PERFECT + JUST *to express an action completed recently.*

1. *Bob:* You look well *(have a holiday)*
   Adrian: **Well, I've just had a holiday.**
2. The car looks nice. *(wash)*
3. You look happy. *(pass an exam)*
4. Your shirt looks new. *(buy)*
5. You look depressed. *(fail my driving test)*
6. The room looks beautiful. *(paint it)*
7. You look worried. *(lose my new pen)*

1.121. In response to the following situations make negative questions in the present perfect tense. Use YET.

1. *Tom:* It's still quite dark out, and there's a heavy dew on the lawn. *(the sun/rise)*
   Ann: **Hasn't the sun risen yet?**
2. Robert eats a lot, but he's still a little thin. *(he/put on any weight)*
3. The kitchen is a mess and the sink is full of dirty dishes. *(the girls/clean it up)*
4. Nick is in a terrible dilemma. He doesn't know what to do. *(he/make up his mind)*
5. Our company started developing this product almost five years ago. *(you/bring it out)*
6. Richard is still too heavy; he watches his diet, however. *(he/lose any weight)*

1.122. Change the verbs in the following statements to PRESENT PERFECT. Make any other changes which are necessary.

1. I saw Mary a minute ago.
   I've just seen Mary.
2. I posted your letters yesterday.
   I've posted your letters.
3. Eliza told me the secret several months ago.
4. The clock struck one a little while ago.
5. We swam across the river this morning.
6. We heard the news some time ago.
7. When Susan left school she gave back all her school textbooks.
8. The concert began a few moments ago.
9. Lily broke her doll yesterday.
10. Victor wrote to his friend this afternoon.

1.123.* Put in SINCE or FOR as appropriate. Use SINCE to indicate *the beginning of the period of time* (e.g. Monday, July, 1980, I was born) **and FOR to indicate** *the total period up to now.* (e.g. two days, a week, a long time).

1. I've had a TV set . . . last December.
   I've had a TV set since last December.
2. I've had a TV set . . . three months.
   I've had a TV set for three months.
3. Paul has studied English . . . last year.
4. I've lived in this town . . . twenty years.
5. We haven't been to the mountains . . . two months.
6. He hasn't ridden his bicycle . . . a long time.
7. Martha hasn't seen her brother . . . he got married.
8. I haven't lost anything . . . Sunday.
9. It hasn't rained . . . several days.
10. Christine hasn't gone to a party . . . her birthday.

1.124. Change these sentences from the construction PRESENT PERFECT + FOR to the construction: TIME EXPRESSION (It's . . .) + SINCE + PAST TENSE.

1. I haven't played tennis for two weeks.
   It's two weeks since I (last) played tennis.*)
2. I haven't seen my cousins for a long time.
3. I haven't visited my aunt and uncle for years.

---

*) It is also possible to say:
It has been / It's been } *two weeks since I (last) played tennis.*

4. My grandmother hasn't written to me for a long time.
5. I haven't phoned her for several weeks.
6. The Martins haven't lived at this address for a long time.
7. They haven't paid the rent for several months.
8. It hasn't rained for three weeks.

1.125. Use PRESENT PERFECT + EVER as shown below.

Situation: Class Vote.

1. good film/see

Teacher: **Vote for the best film you have ever seen.**

S_1: **I propose "Gone with the Wind". That's the best film I have ever seen.**

2. funny film/see
3. good play/see
4. interesting book/read
5. boring book/read
6. exciting thing/do
7. good singer/hear

1.126. Change the sentences below to practise the use of the present perfect with IT'S THE FIRST TIME.

1. I've never flown before.
   It's the first time I've ever flown.
2. Mother has never complained about me before.
3. My boy-friend has never been late before.
4. We have never argued before.
5. I've never seen this play before.
6. He has never spoken to me before.
7. They've never invited us to their place before.
8. I've never asked you for help before.

1.127. Rephrase the following sentences to practise the use of the present perfect with NEVER.*)

1. It's the tallest building I've ever seen.
   I've never seen such a tall building.

*) NEVER, EVER, OFTEN ALREADY, JUST, THIS..., etc. } can be used with the present perfect or with other tenses, depending on the context and the temporal relations:

I've never seen a giraffe (in my whole life).
I never went to the theatre when I was a child (but I do now).
I'll never go to the opera again (in the future).

telephone directory

2. It's the longest journey I've ever made.
3. It's the most beautiful song I've ever heard.
4. It's the best meal I've ever eaten.
5. It's the most interesting opportunity I've ever been offered.
6. She's the most attractive girl I've ever seen.
7. It's the most difficult question I've ever been asked.
8. It's the most boring book I've ever read.

ATTRACTIVE [ə'træktiv] adj.

ATTRACTIVENESS [ə'træktivnis] s.

1.128. Situation: Suppose you're a student in a language class. The teacher wants you and the class to do a particular exercise, but you think you've done it before. **What do you ask the teacher?**

1. The teacher wants all of you to read a story.
   Student: **Excuse me. Haven't we read this story before?**
2. Now the teacher wants you and the class to study a grammar point.
3. And now the teacher would like you to do an exercise.
4. The teacher asks you and the class to read a poem.
5. Now the teacher wants all of you to write a dictation.
6. The teacher would like all the students to hear a conversation.
7. The teacher wants you to answer some questions.

1.129. Respond to the requests, saying you cannot do what is asked at once.

1. *Tom:* Can you come for a walk? *(do my homework)*
   Ann: **I can't until I've done my homework.**
2. Can you help mother with the washing-up? *(finish this letter)*
3. Will you phone the doctor? *(find the telephone directory)*
4. Can you lend me this book? *(finish reading it)*
5. Can you come for a walk? *(wash the dishes)*
6. Would you help me paint this room? *(change my clothes)*
7. Will you start the washing-machine? *(plug it in)*
8. Can you lend me your pen? *(fill it with ink)*

1.130.A. *The PAST TENSE indicates a past point of orientation 'THEN', whereas the PRESENT PERFECT relates past time to the present point of orientation 'NOW'. Consequently, the TIME ADVERBIALS combining with the PAST TENSE are not usually the same as those combining with the PRESENT PERFECT.* **Look at the table below:**

TIME ADVERBIALS + PAST TENSE	TIME ADVERBIALS + PRESENT PERFECT
1. *to refer to a specific time in the past:* — LAST week/month/year — a week/month/year AGO — YESTERDAY (morning/afternoon/evening) — the other day — earlier this month/year — then; soon; next; after that — at four o'clock, in July, in 1980 — just now	1. a. *to refer to a time period extending up to NOW:* — so far; up to now; until now — for a long time; for many years — since Thursday; since I met you b. *to refer to the recent indefinite past:* — lately; latterly c. *to indicate present duration:* — for the present; for now; for the time being
2. **Adverbials combining with either the PAST or the PRESENT PERFECT:** a. *to refer to a period including the present moment:* — today; this month; this year; this century b. *to refer to the near past:* — recently; just c. *to describe a period up to the present:* — always; ever; never	
3. **Adverbials combining with either the PAST or the PRESENT PERFECT but with a clear difference of meaning:** — now (= *then, at that point in the story*) — once (= *on a certain occasion, at one time*) — already, still, yet, before (= *as early as then*) — for a long time (= *in the past*)	— now (= *at this moment*) — once (= *once*, contrasting with *twice, three times*, etc.) — already, still, yet, before (= *as early/late as now*) — for a long time (= *up to now*)

(G. Leech)

1.130.B. In the sentences below, explain the use of the SIMPLE PAST/ PRESENT PERFECT and the meaning of the time adverbials. Point out the sentences in which you can use either the PAST or the PRESENT PERFECT.

1. 'He once lived in Oradea.' 'I've been there once.'
2. He has never been clever enough to conceal his cleverness.
3. I went to the dentist today.
4. In his paintings he has always used bright colours.
5. I told him the whole thing. I was always of a communicative disposition.
6. Just then, as if by a miracle, the floor of the money-box turned gently round in her hand, and the great secret was revealed... 'Yes', I said, 'you were always lucky'.
7. Did you ever hear of such a thing?
8. We have been here for the last six months, and have just decided to move.
9. I was busy at that moment.
10. I have heard nothing from him up to now.
11. It was 12 o'clock. I was already very hungry.

1.131. Make sentences using the following time expressions. Use the PRESENT PERFECT wherever possible. When it is not possible, use the PAST TENSE.

1. two days ago
2. since September
3. for a long time
4. last week
5. this week
6. recently
7. since I was born
8. for the past two months
9. from 9 to 10 o'clock
10. just
11. so far
12. in 1984
13. today
14. when I started school

1.132. Make up dialogues on the following model:

1. write a poem
   Ann: **Have you ever written a poem?**
   Bob: **Yes, I have written one.**
   Ann: **When did you write a poem?**
   Bob: **I wrote one last month.**
2. send a telegram
3. teach a lesson
4. win a competition
5. have an accident
6. see a giraffe
7. ring an alarm bell
8. hear a cuckoo
9. feed a monkey
10. buy a cassette
11. wear a mask
12. tell a story
13. make a cake

14. sell a ticket
15. sing a song
16 find a wallet
17 draw a map
18. catch a fish
19. drive a car
20. eat a banana
21. meet a film-star
22. lose a book

1.133.* Put the verbs in brackets into the SIMPLE PAST or the PRESENT PERFECT.

1. Open the door for me, please, I *(lose)* my key.
2. Monica *(work)* in a department store before marriage.
3. Mother *(be)* busy making this cake all last night.
4. "*(you, meet)* Miss Martin?" "Yes, we *(meet)* at Julia's party on Sunday."
5. This is the best cake I *(ever, eat)*. Can I have some more?
6. Mihail Sadoveanu *(write)* a lot of famous novels.
7. I'm sorry, you can't speak to Mr Grant. He *(just, go)* out. He *(go)* out five minutes ago.
8. I *(write)* two letters this evening, and I must write another one before I go to bed.
9. Help! Come quickly! The baby *(swallow)* a button.
10. Robert *(be)* a member of the swimming team for three years. Then he started playing water-polo.

1.134. Read the paragraph below, then write complete sentences providing the information requested. Use the PRESENT PERFECT or SIMPLE PAST as appropriate.

It is now September 1987. Victor came to Bucharest in September 1982. He first stayed with his uncle, then moved to a student hostel in 1984. He is studying medicine. He started studying medicine in 1982. He always goes home to Oradea for the summer vacation.

Information required:

1. duration of Victor's stay in Bucharest;
2. duration of his stay with his uncle;
3. duration of his stay at a student hostel;
4. duration of his study of medicine;
5. number of visits to Oradea since September 1982;
6. time of his last visit to Oradea.

THE PRESENT PERFECT CONTINUOUS TENSE

FORM

1.135. *The PRESENT PERFECT CONTINUOUS is formed by the present perfect of the verb BE and the -ING form (present participle).*

Situation: The Prince arrives at the house of the seven dwarfs. He says to them:

I have / I've } *been searching for Snow White for a long time.*

Now make sentences with these verbs (+ FOR A LONG TIME).

1. think of Snow White
2. dream about her
3. look for her
4. ask about Snow White
5. travel
6. ride my horse

1.136.* Fill in the blanks with HAVE or HAS. (The first two sentences are the model). Translate the sentences into Romanian.

1. She did not look at him: **"I have been trying / I've been trying** } to tell you all day."
2. **He has been studying / He's been studying** } English for three years.
3. So, here you are! And I . . . been looking for you everywhere.
4. Ever since I saw you last I . . . been thinking, thinking.
5. Mr Brad . . . been feeling much better ever since he gave up smoking.
6. Your wife . . . been telling me that you . . . n't been sleeping very well lately. I'm sorry to hear that.
7. Old Mrs Jones knows the names of everyone in the village. She . . . been living here since she was born.
8. "You look very tired." "I . . . been walking around all day."

1.137. Ask questions to which the words in italics are the answers.

1. Mr Grant has been working on this project *for more than three years now.*
   How long has Mr Grant been working on this project?
2. The pyramids have been standing *for more than five thousand years.*

3. The earth has been revolving around the sun *for billions of years.*
4. I've been working as a nurse *for fifteen years.* I've seen a lot.
5. Grandmother has been looking after our neighbour's children *for three days;* she feels very tired now.
6. We have been staying in this hotel *for a week.*
7. Henry and Alice have been going out together *for a long time now.*
8. Why are we delayed? We've been sitting here *for two hours.* What's wrong?

COMPLETION

USE

1.138. *There is not a great deal of difference between the present perfect simple and continuous. The CONTINUOUS emphasizes DURATION whereas the SIMPLE perfect focuses on REPETITION and/or COMPLETION.* **Make sentences using the present perfect continuous + FOR to show that a past activity continues into the present.**

1. It started raining a few minutes ago.
   It { has / 's } been raining for a few minutes.
2. The teacher started talking nearly an hour ago.
3. We started taking notes half an hour ago.
4. It started snowing a few minutes ago.
5. The pupils started learning English two years ago.
6. Mother started working at the new hospital six months ago.
7. My brother started looking for a job three days ago.
8. The boys started playing tennis five years ago.

1.139. Change the statements below so as to practise PRESENT PERFECT (in the main clause) + SINCE + SIMPLE PAST (in the subordinate clause)*)

1. I began listening to the radio after you went out.
   I've been listening to the radio { since / ever since } you went out.
2. Jenny began working harder after she failed her first exam.

*) State verbs can be used in the present perfect in the subordinate clause after SINCE (e.g. *be, know, stay, live*):
I haven't tidied up Sandra's room since she's been away.

3. Mr Barton began eating a lot of sweets when he gave up smoking.
4. I began earning my own living when I finished school.
5. Roger began biting his nails when he was a little boy.
6. Patricia began collecting records after she went to her first concert.
7. I began reading that book when you recommended it.
8. Philip began living in this flat when he left home.

1.140. Answer the questions below. *Use the PRESENT PERFECT CONTINUOUS to describe a very recent activity where the result can be seen.*

1. Why is Liz crying? *(chop onions)*
   Because she's been chopping onions.
2. Why has Father got oil on his hands? *(mend the car)*
3. Why does Christine feel sick? *(eat too many chocolates)*
4. Why has George got a black eye? *(fight)*
5. Why is Alec looking dreamy? *(think about his girl-friend)*
6. Why are Simon's trousers torn? *(climb trees)*
7. Why are you carrying this watering-can? *(water the garden)*
8. Why is your hair wet? *(swim)*

1.141. Situation: You're a student, and the teacher asks you these questions.
What are your answers?

1. *Teacher:* Tell me. How many books do you usually read?
   Student: **Books? Well, I've been reading a lot lately.**
2. Tell me. How many words do you usually learn every day?
3. Tell me. How many problems do you usually solve every week?
4. Tell me. How much homework do you usually do?
5. Tell me. How many newspapers do you usually read?
6. Tell me. How many essays do you usually write every week?
7. Tell me. How much English do you usually speak in every lesson?
8. Tell me. How much money do you usually spend every month?

(R. O'Neill)

1.142. *We do not use the PRESENT PERFECT CONTINUOUS when we are concerned with HOW MUCH or HOW MANY. When we are talking about quantity or number we use the PRESENT PERFECT SIMPLE.*
Make dialogues as shown below.

1. Monica is watching TV. *(for an hour/2 programmes)*
   Tom: **How long has Monica been watching TV?**
   Ann: **For an hour.**
   Tom: **How many programmes has she watched?**
   Ann: **Two.**
2. The man is selling newspapers. *(for 10 minutes/50 newspapers)*
3. The secretary is typing letters. *(since 8 o'clock/4 letters)*
4. Uncle David is saving money. *(for 2 months/1000 lei)*
5. George is learning English. *(since September/300 words)*
6. The Grants are visiting museums. *(for 2 days/5 museums)*
7. Tudor is dancing with Patricia. *(since 9 o'clock/6 dances)*

1.143. Read the sentences below and change the verbs to the present perfect continuous whenever possible.

1. I've owned a car for ten years.
   I've owned a car for ten years.
2. I've driven a car for nine years.
   I've been driving a car for nine years.
   Tom:
3. I've had a car for ten years.
4. I've driven it to work since I bought it.
5. I've thought of selling my car this year.
6. I've thought of taking the bus in the summer.
7. I've waited for the weather to improve.
   Bob:
8. I've travelled by bus for ten years.
9. I've enjoyed riding buses.
10. The schedule has been convenient to me.
11. I've ridden with the same bus driver for two years.
12. The air has seemed polluted this week and the weather has felt cold since Monday.

1.144. *We usually associate FOR and SINCE with the present perfect tense, and AGO with the simple past tense. However, FOR can also be found in past time with past tenses when it refers to a period in the past without any connection with the present.*
Read the following sentences. Then say whether or not the activity is still happening in the present.

1. Dinosaurs lived on the Earth for 135 million years.
   Dinosaurs are no longer living on the Earth.
2. I have been living in Bucharest for 15 years.
   I am still living in Bucharest.
3. Dinosaurs lived in North America for millions of years.
4. Mr Brown lived in London for ten years. Then he moved to Manchester.
5. He has been living in Manchester ever since he moved from London.
6. The weather has been cold since Sunday.
7. The weather was warm last week.
8. It didn't rain for *three days.*
9. I've been working in this factory *for two years.*
10. I worked in another factory *two years ago.*

1.145. Answer the questions below. Use FOR + SIMPLE PAST or FOR + PRESENT PERFECT CONTINUOUS as appropriate.

1. *Man:* I see you're living in Bucharest.
   Woman: **Yes, I've been living in Bucharest for a year.**
2. *Man:* Didn't you live in Braşov before that?
   Woman: **Yes. I lived in Braşov for a year.**
3. Hmm. Don't you work as a secretary?
4. And I see that you taught French once.
5. I see you're learning English now.
6. And you're looking for another job, is that right?
7. Tell me . . . you went to evening classes a long time ago, didn't you?
8. But I see you go to a language school now.

1.146. Join the following sentences using the connectors in brackets. Make any other necessary changes. In the temporal clauses use the PRESENT or PRESENT PERFECT tense, in either the SIMPLE or the CONTINUOUS aspect.

1. I'll make some tea. The water will be boiling soon. *(as soon as)*
   I'll make some tea as soon as the water is boiling.

2. We'll send you a telegram. We'll have heard the results. *(when)*
We'll send you a telegram when we have heard the results.
3. Stay indoors. It'll stop raining soon. *(until)*
4. He'll wait here. You'll be having your dinner. *(while)*
5. They'll cut off the water. You'll have paid the bill. *(until)*
6. I'll attend to you. I'll have finished what I'm writing. *(when)*
7. You'll speak English very well. You'll have been learning English for eight years. *(when)*
8. I'll tell you all the news. I'll have heard it myself. *(as soon as)*
9. Call me. They'll be passing. *(when)*
10. They'll be very tired. They'll have been standing there for hours. *(when)*
11. I can't discuss your essay. I'll have read it. *(before)*
12. I'll tell you about it. I'll see you tomorrow. *(when)*

1.147.* Put the verbs in brackets into the present perfect simple or continuous as appropriate.

1. Paul *(wait)* for Laura for half an hour.
2. She *(never, be)* so late before.
3. Paul thinks, '*(Laura, have)* an accident? Or *(she, forget)* our date?'
4. Now he *(go)* to phone to her house.
5. He says, 'Hullo, *(Laura, leave)* yet?'
6. 'Yes', answers Laura's mother. 'She *(wait)* for you outside the cinema for half an hour. She *(phone)* me twice *already*.'
7. Paul says, 'But I *(stand)* outside the cinema for half an hour too! Maybe Laura *(go)* to the wrong cinema!' 'She is outside the Scala.'
8. 'And I *(wait)* outside the Patria all this time!'
9. 'And Laura *(look)* for you outside the Scala.'
10. 'I'll go there at once. Good-bye.' Paul runs off. When he reaches the Scala, Laura is there.
11. 'Where *(you, be)?*' she asks. 'Outside the Patria.'
12. 'The Patria? But we *(already, see)* the film there!'
13. 'Well, we *(see)* some other films more than once. One of us must have misunderstood. We *(go)* to the cinema together for three months, and this is the first mistake we *(make)*.'
14. 'Yes. Well, we *(miss)* the first part of the film. Shall we wait for the next show?'

15. 'Yes. I *(not have)* my coffee yet. Let's go to a café.'
16. 'All right. I *(think)* of my coffee for some time too.'

(After L. A. Hill)

1.148. Make sentences in the SIMPLE PAST, PRESENT PERFECT SIMPLE or CONTINUOUS using the prompts below.

1. Virginia/*be*/ good at languages/as a child
Virginia was good at languages as a child.
2. The phone/*ring*/for the past five minutes
The phone has been ringing for the past five minutes.
3. Aunt Martha/not *get* back/from Braşov/yet
Aunt Martha hasn't got back from Braşov yet.
4. I/*just, write*/an article/for our student newspaper
5. I/*take*/English lessons/since October
6. Lily/*be*/good at maths/when she was a child
7. The weather/*get*/worse/for the last hour
8. Betty/*lack*/confidence in herself/when she was young
9. I/*forget*/all the history/I learnt in school
10. Mr Brad/*show*/us his new car/today
11. Emily/*make*/many mistakes/since she began learning German
12. Mr Plumb/*catch*/the plane/at the last moment
13. We/*pay*/our rent on time/up to now

1.149. Read the following excerpt from *The Man of Property* by *John Galsworthy*. Comment on the use of the present perfect (simple and continuous). Translate the passage into Romanian.

The Inspector raised his fingers respectfully to his peaked cap, and entered the study.

James saw him go in with a strange sensation.

"Well," he said to Soames, "I suppose we must wait and see what he wants. Your uncle's been here about the house!"

He returned with Soames into the dining-room, but could not rest.

"Now what does he want?" he murmured again.

"Who?" replied Soames; "the Inspector? They sent him round from Stanhope Gate, that's all I know. That 'nonconformist' of Uncle Jolyon's has been pilfering, I shouldn't wonder!"

But in spite of his calmness, he too was ill at ease.

At the end of ten minutes old Jolyon came in.

He walked up to the table, and stood there perfectly silent pulling at his long white moustaches. James gazed up at him with opening mouth; he had never seen his brother look like this.

Old Jolyon raised his hand, and said slowly:

"Young Bosinney has been run over in the fog and killed."

Then standing above his brother and his nephew, and looking down at them with his deep eyes: "There's — some — talk — of — suicide," he said.

James' jaw dropped. "Suicide! What should he do that for?"

THE PAST PERFECT TENSE

FORM

1.150.* *The PAST PERFECT tense is formed with HAD and the PAST PARTICIPLE.* **Put the verbs in brackets into the PAST PERFECT tense. The first sentence is the model.**

1. At last she showed me the letter he **had written.**
2. I knew that as a girl she *(live)* in the country.
3. I was going round to see Helen after dinner. I *(arrange)* this visit the day before.
4. The last member of the party was Peter, whom George *(know)* for some time.
5. Frank was half an hour late and he asked what we *(eat)* because he wanted to order the same.
6. She knew that he would not speak till they *(reach)* their house.
7. When he *(find)* the photo, I took the album back to the shelf.
8. He read what I *(write)* on the back of the photo twenty years before.

1.151. Put the verbs in brackets into the PAST PERFECT negative.

1. Althought I *(not put)* any salt in the stew, it tasted delicious.

   Although I { hadn't / had not } put any salt in the stew, it tasted delicious.
2. Grandma was a little tired yesterday evening because she *(not lie down)* for her usual afternoon nap.

3. Since I *(not have)* time to go shopping all the week the refrigerator was empty on Sunday morning.
4. The show *(not begin)* yet when we arrived at the theatre.
5. George was very hungry because he *(not have)* anything to eat all day.
6. Paula said she *(not see)* him since 1975.
7. After dinner Mr Brad proposed a game of chess. He *(not play)* chess since his illness.
8. When Robert got to the café a little late, Angela *(not arrive)* yet.

USE

1.152. *The PAST PERFECT is the past equivalent of the PRESENT PERFECT. It indicates an action in the past that happened before a past moment or before another action in the past.*

Situation: Christine had a lot to do on Saturday morning:

1. First she aired the rooms.
2. Next she made the beds.
3. Then she cleaned the house.
4. After that she dusted the furniture.
5. Then she had a quick breakfast.
6. After that she did the washing up.
7. After that she went to the hairdresser.
8. Then she bought some food.
9. After that she made some phone calls.
10. Finally, she cooked lunch and laid the table in the dining-room. At two o'clock everything was ready.

Say what Christine had done by two o'clock.

1. By two o'clock, Christine had aired the rooms.
2. By two o'clock, Christine . . .

1.153. Read each sentence below. Say what happened FIRST and what happened NEXT.

1. When the *Titanic* hit an iceberg, the passengers had just gone to bed.

   FIRST the passengers went to bed. NEXT / THEN } the ship hit an iceberg.
2. When the *Titanic* hit an iceberg in 1912 it had just started its first trip across the Atlantic.
3. The ship sank four hours after it had hit the iceberg.

4. The *Carpathia* arrived two hours after the *Titanic* had sunk, and it saved 700 people.
5. Some of those people had been in the icy water for hours when they were saved.
6. 1500 people had already lost their lives when the *Carpathia* arrived.
7. The passengers had not practised lifeboat drill when the accident happened.
8. They had not received their lifeboat numbers yet when the ship hit the iceberg.
9. The radio officer on the *Californian* had just gone to bed when the ship struck the iceberg.
10. He had already sent a warning to the officers of the *Titanic* when he went to bed.
11. The ship had not changed its direction or speed when it hit the iceberg.
12. When the passengers left the ship, they had not dressed warmly.

(after P. Wilcox Peterson)

1.154. Put the verbs in brackets into the PAST PERFECT tense to show a past action completed before another past action.

1. When the *Titanic* hit the iceberg, ...
   . . . the passengers *(not receive yet)* their lifeboat numbers.
   . . . the passengers *(not practise yet)* lifeboat drill.
   . . . the passengers *(not dress)* warmly.
2. . . . . .
   . . . when the accident happened.
   The ship *(already, receive)* six ice warnings on its radio . . .
   However it *(not change)* its direction or its speed . . .
   The radio officer *(just, go)* to bed . . .
3. When the *Carpathia* arrived, ...
   . . . the *Titanic (already, go)* down.
   . . . the people *(be)* in the water for hours.
   . . . many people *(already, lose)* their lives.

1.155. *JUST, ALREADY, HARDLY, SCARCELY are often used with the PAST PERFECT to indicate a past action completed immediately before another past action.* **Put the adverbs in brackets in the right place in the sentence.**

1. I **had got** into bed when someone knocked at the door. *(just)*
   I had JUST got into bed when someone knocked at the door.
2. When I opened the door, the person **had left.** *(already)*
3. I **had pulled** the covers over me when the phone rang. *(scarcely)*
4. I **had finished** my dinner when a friend called on me. *(just)*
5. Grandma **had got** out of bed when the earthquake suddenly occurred. She got right back in again. *(hardly)*
6. After only half an hour of shopping I **had run out** of money. *(already)*
7. When I first met the famous writer his tenth novel **had come out.** *(just)*

1.156.* Fill in the blanks with THAN or WHEN as appropriate. (The first two sentences are the model). *Use these constructions to show the difference in time between the two clauses: the first is previous to the second.*

1. **No sooner had the curtain fallen than they rose to go.**
2. **Scarcely / Hardly / Barely had he had enough time to examine the room when the landlady came back*)**
3. Hardly had they come out of the house . . . it started to rain.
4. He had barely arrived in Bucharest . . . he got a telegram from home.
5. No sooner had they got into the house . . . the telephone rang.

*) Certain adverbs and adverb phrases (e.g. *hardly, scarcely, no sooner, not only*) are followed by inversion of subject and verb when they are used at the beginning of the sentence. They can also be used in other parts of the sentence without inversion.
e.g. *Hardly had Edward left the house when the letter came.* (emphatic, rhetorical construction)
Edward had hardly left the house when the letter came. (ordinary conversational English)

6. Hardly had he asked his questions . . . she answered them.
7. No sooner had the band begun to play . . . he went away.
8. He had scarcely taken his hat off . . . she began to read the letter.

1.157. Answer the questions below using the words in brackets.

1. Did Sandra have to start work as soon as she had come in? (a. *scarcely*; b. *no sooner*)
   a. **Scarcely had Sandra come in when she had to start work.**
   b. **No sooner had Sandra come in than she had to start work.**
2. Did Tony have to go out as soon as he'd got home? *(hardly)*
3. Did Robert change his job as soon as he'd been promoted? *(no sooner)*
4. Did the phone ring as soon as Richard had sat down? *(scarcely)*
5. Did Roger get a reminder after he'd paid the bill? *(no sooner)*
6. Did the horse throw its jockey as soon as the race had started? *(hardly)*

1.158. *Is is obligatory to use the PAST PERFECT after WHEN to show ANTERIORITY. (AFTER, however, may be followed by the PAST PERFECT or the PAST TENSE).*
Read the sentences below and say whether the two events happened AT THE SAME TIME or AT DIFFERENT TIMES.

1. The officer went to bed when he was tired. **AT THE SAME TIME**
2. He had gone to bed when the accident happened. **AT DIFFERENT TIMES**
3. The officer hadn't changed the Titanic's speed when he saw the iceberg.
4. The officer changed direction when he saw the iceberg.
5. He couldn't change direction quickly enough when the iceberg came in sight.
6. When the passengers tried to leave the ship, they were not able to get into lifeboats.
7. When they left the ship, they had not dressed warmly.
8. Only 600 people had got into lifeboats when the *Titanic* sank.
9. The *Titanic* had already gone down when the *Carpathia* arrived.
10. When the *Carpathia* arrived, it saved 700 people.

11. The officers hadn't believed in the danger when they heard the ice warnings.
12. They believed in the danger when they saw the iceberg.

1.159. *Two past actions can also be combined with TILL, UNTIL, AS SOON AS, BEFORE. The SIMPLE PAST is used except when it is necessary to emphasize that the first action was completely finished before the second one started.*
Situation: Tom and Dan are discussing a party. Tom arrived very late for the party and missed a lot of exciting things.
Put in Dan's replies. Use the PAST PERFECT to emphasize that an event happened before another past event.

1. *Tom:* I didn't hear Paul propose the toast.
   Dan: **I think { he had / he'd } proposed it before you arrived.**
2. I didn't hear Helen make her speech.
3. I didn't see the guests drink the champagne.
4. I didn't notice the hostess light the candles.
5. I didn't see her cut the birthday cake.
6. I didn't hear the guests sing 'Happy Birthday to You!'
7. I didn't see Susan dance rock-and-roll.

1.160. Connect the following sentences using UNTIL. Use the SIMPLE PAST and the PAST PERFECT as appropriate.

1. The phone rang twice. Then Susan answered it.
   Susan didn't answer the phone until it had rung twice.
2. The teacher corrected all the compositions. Then he went home.
3. The bell rang. Then the pupils entered the classroom.
4. Mother did all the housework. Then she sat down.
5. Alice said "Please." Then I gave her a piece of cake.
6. The students answered all the questions. Then they left the examination room.
7. The sun set. The farmers stopped working.

1.161. Make questions and answers about the following statements. Use the PAST PERFECT to describe the cause of a past effect.

1. Simon threw a stone at the window so it broke.
   Tom: **Why did the window break?**
   Ann: **Because Simon had thrown a stone at it.**
2. I lost the key so I couldn't get in.

3. Paul had a nightmare so he woke up.
4. They passed their exams so they held a party.
5. Angela started late so she missed the train.
6. Michael overworked so he felt tired.
7. John ate some bad fish so he was sick.
8. The boy won a scholarship so his parents were proud of him.

1.162. *The PAST PERFECT is used with FOR when FOR indicates a period preceding a point of time in the past.* **Answer the questions below as shown in the first example.**

1. *Ann:* How long have the Bartons owned their flat?
   Tom: **Well, they'd owned it for years when I first met them.**
2. How long has Mrs Barton worn glasses?
3. How long has Mr Barton taught at our school?
4. How long have the Bartons been married?
5. How long have they known the headmaster?
6. How long has Mr Barton wanted a car?
7. How long has Mrs Barton been ill?

1.163. Put the following sentences into the past.

1. The newspaper reports that there have been several bad storms.
   The newspaper reported that there had been several bad storms.
2. We suspect that our neighbour has heard the news already.
3. I can't remember what my teacher said about that sentence.
4. I know my friends haven't received any letters from Laura.
5. Peter says he forgot to buy a new notebook last week.
6. I assume that you have had no difficulty with that lesson.
7. The message indicates he returned from his trip two days ago.
8. Eliza wants to know when the guests arrived.

SIMPLE PAST OR PAST PERFECT?

1.164.* Put the verbs in brackets into the SIMPLE PAST or PAST PERFECT tense.

1. Almost all the guests *(leave)* by the time we *(arrive)*.
   Almost all the guests had left by the time we arrived.
2. Mr Brad *(wonder)* whether he *(leave)* his wallet at home.
3. The secretary *(not leave)* until she *(finish)* her work.
4. The couple *(scarcely, enter)* the house when they *(begin)* to argue.
5. The teacher *(ask)* the boy why he *(not do)* his homework.
6. Martha *(already, post)* the letter when she *(realize)* she *(send)* it to the wrong address.
7. The car *(hardly, go)* a mile when it *(have)* a flat tyre.
8. The weather *(be)* far worse than we *(expect)*.
9. They *(be)* married for five years when they finally *(have)* a child.
10. They *(no sooner, sell)* their car than they *(regret)* having done so.
11. When she *(finish)* her work, she *(go)* to the cinema.

1.165. A. Read the following except from *The Happy Prince* **by** *Oscar Wilde,* **paying attention to the use of the PAST PERFECT TENSE.**

B. Translate the text into Romanian.

C. Re-tell the passage.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth. He had stopped to talk to her. MOTH [mɔθ] s. 1 molie 2. fluture (de noapte)

"Shall I love you?" said the Swallow, who liked to come to the point at once. The Reed made him a low bow. So he flew round her, touching the water with his wings. This lasted all through the summer.

"How foolish he is," said the other Swallows; "she has no money and far too many relations." And indeed the river was quite full of Reeds. Then, when the autumn came, they all flew away.

After they had gone he felt lonely, and began to grow tired of the Reed. "She has no conversation," he said. "And besides she is always bowing to the wind. Then she likes to stay at home, and I love travelling. My wife should love travelling also."

"Will you come away with me?" he said finally to her; but the Reed shook her head, she loved her home too much.

"You have been playing with me," he said. "I am going to the Pyramids. Good-bye!" And he flew away.

THE PAST PERFECT CONTINUOUS TENSE

FORM

1.166. *The PAST PERFECT CONTINUOUS is formed with HAD BEEN + the -ING form (present participle).*
Fill in the blanks with suitable verbs in the PAST PERFECT CONTINUOUS.

1. When he finished the project, he . . . on it for a year.
When he finished the project, he had been working on it for a year.
2. Since it . . . for more than a week, everything in the house felt damp.
3. The shop assistant's feet were aching because he . . . for more than eight hours.
4. Michael . . . for his girl-friend for half an hour when she finally turned up.
5. When we reached the summit, we . . . for nearly nine hours.
6. She . . . as a teacher for thirty years when she retired.

1.167.* Put the verbs in brackets into the PAST PERFECT SIMPLE or CONTINUOUS, the INTERROGATIVE form.

1. "Who *(already, arrive)* when you got to school yesterday morning?" "Only Dan and Maria."
Who had already arrived when you got to school yesterday morning?
2. "How long *(Mrs Barton, work)* when she finally retired?" "Since 1950."
How long had Mrs Barton been working when she finally retired?
3. "How many times *(you, already, be)* in Suceava when you went there last summer?" "At least twelve times."
4. "How long *(he, work)* on the sculpture when he finally finished it?" "For at least one year."
5. "*(you, just, get)* into the shower when I rang you up last night?" "Yes, I had."
6. "When you bought your car three years ago, *(you, ever, have)* a car before?" "No, I hadn't."
7. "How long *(they, go out)* together before they finally got married?" "Quite a while."
8. "How many children *(your mother, already, have)* when she had you?" "None."

9. "How long *(your father, smoke)* when he finally decided to give the habit up?" "For more than twenty years."
10. "Who *(already, leave)* the house when you got up this morning?" "No one."

USE

1.168.* *The PAST PERFECT CONTINUOUS is used to emphasize the continuous or recent nature of an earlier past action.*)*
Put the verbs in brackets into the PRESENT PERFECT CONTINUOUS or the PAST PERFECT CONTINUOUS. The first two sentences are the model.

1. It is midnight. I **have been studying** for five hours. No wonder I'm getting tired.
2. It was midnight. I **had been studying** for five hours. No wonder I was getting tired.
3. At least one hundred people were queuing to buy tickets to the game. Some of them *(stand)* in the queue for more than two hours. We decided not to try to get tickets for ourselves.
4. Wake up! You *(sleep)* long enough. It's time to get up.
5. The baby is crying. She *(cry)* for almost ten minutes. I wonder what's wrong.
6. The telephone *(ring)* for almost a minute when I got into the room. I wondered why nobody had answered it.
7. Just look at the time. We *(sit)* here gossiping for almost two hours and I haven't begun to think about our evening meal yet.
8. We *(write)* for forty-five minutes when the bell rang. Then we stopped writing and handed our papers in.

1.169. *The PAST PERFECT CONTINUOUS may also indicate a previous action whose result was obvious at a certain past moment.*
Answer the questions below using the prompts given.

1. *Tom:* Why was the grass wet? *(rain)*
Ann: **Because it had been raining.**

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*) An expression of time beginning with FOR/SINCE often accompanies the PAST PERFECT CONTINUOUS to help emphasize the DURATION of an activity that was in progress before the start of another activity or period in the past:

The patient **had been waiting** *in the emergency room* **for only five minutes** *when the doctor came in.*

Paul finally came at seven o'clock. I **had been waiting** *for him* **since half past five.**

QUEUE (kju:) I s. a. coadă, rînd, șir (de oameni, vehicule); to stand in (a) ~, to form a ~, a sta la coadă II to ~ up - a sta la coadă, a forma o coadă

2. Why did your feet ache last night? *(wear tight shoes)*
3. Why was Victor wearing shorts? *(play tennis)*
4. Why were grandpa's hands dirty? *(garden)*
5. Why were Simon's trousers torn? *(climb trees)*
6. Why had you got indigestion? *(eat too fast)*
7. Why were your children exhausted? *(travel all day)*

1.170. Put the following into indirect speech. *Note that both the PAST TENSE and the PRESENT PERFECT change into the PAST PERFECT.*

1. Victor said, "I started doing my homework two hours ago. I have been writing for two hours."
Victor said he had started doing his homework two hours before. He said he had been writing for two hours.
2. Victor said, "I spent two hours working on one problem."
3. He added, "I didn't solve it. I gave up."
4. Adrian said, "I have been working on that problem for an hour."
5. He added, "I haven't given up yet."
6. He said, "I have just thought of a new approach."
7. Mr Smith asked Mr Parker, "Did you see my boss before you left London?"
8. Mr Parker replied, "I saw him the day before I left."
9. Mr Smith asked, "Did you enjoy your trip?"
10. Mr Parker replied, "Not very much."

PAST PERFECT SIMPLE OR CONTINUOUS?

1.171. *The PAST PERFECT CONTINUOUS is only used when you mention the PERIOD of the action, NOT the NUMBER of TIMES something was done.* **Use the prompts to make dialogues on the pattern:**

1. Monica/*watch* TV/for an hour/2 programmes
Tom: **How long had Monica been watching TV by 10 o'clock?**
Ann: **She had been watching TV for an hour.**
Tom: **How many programmes had she watched by 10 o'clock?**
Ann: **She had watched two programmes.**

2. the man/*sell* newspapers/for 10 minutes/50 newspapers
3. the secretary/*type* letters/for one hour/6 letters
4. George/*study* English/for 4 hours/2 lessons
5. The Grants/*visit* museums/for 3 hours/2 museums

1.172.* Wherever possible, change the verbs to the PAST PERFECT CONTINUOUS. *Keep in mind that the continuous form usually emphasizes DURATION.*

1. Daniel said he had studied for several hours.
Daniel said he had been studying for several hours.
2. We had just sat down to dinner when the doorbell rang.
We had just sat down to dinner when the doorbell rang.
3. The children fought for some time before their mother separated them.
4. The store would not change her blouse because she had removed the price tag.
5. Michael said that he had tried to reach us by phone all day long.
6. They had lived in Bucharest for several years when I first met them.
7. The people who had bought the house next to ours painted it pink.
8. The Bartons had planned for a long time to move to the country.

1.173. Use the SIMPLE PAST, or PAST PERFECT form of the verbs in brackets to complete the sentences below.

1. Yesterday afternoon Monica *(go)* to the library and *(return)* the books she *(read)*.
2. She *(go)* back home after she *(borrow)* another book.
3. As soon as she *(have)* dinner she *(begin)* to watch a film on television.
4. She *(change)* from Channel 2 to Channel 1 because she *(already, see)* the film on Channel 2.
5. After she *(watch)* television for a while, she *(feel)* tired.
6. She *(just, turn off)* the set when the telephone *(ring)*.
7. By the time she *(answer)* it, the person at the other end *(hang up)*.
8. It was getting late, so she *(decide)* to go to bed.

EXPRESSING FUTURE TIME

1.174. There are several ways of expressing the FUTURE in English. Look at the table below:

FORM	MEANING	EXAMPLE
THE SIMPLE FUTURE	1. a **'neutral'** future event, a prediction about the future:	I **shall finish** my work next week. Tomorrow's weather **will be** cold and cloudy.
	2. in the main clause of conditional sentences;	You **will feel** better if you take your medicine regularly.
BE GOING TO	1. the future fulfilment of present **intention:**	'What **are** you **going to do** tonight?' 'I'**m going to stay** at home and watch TV.'
	2. the future fulfilment of present **cause:**	It's **going to rain.** Look at the clouds.
	3. in spoken English, instead of the SHALL/WILL future	I'**m going to finish** my work next week.
PRESENT CONTINUOUS with future meaning	1. a future event anticipated by virtue of **a present plan,** programme or arrangement:	We're **having** fish for dinner. I've already made my plans. I'**m leaving** at noon tomorrow.
SIMPLE PRESENT with future meaning	1. **a(n official) plan** or arrangement regarded as unalterable (+ an adverbial referring to future time):	We **start for** Brașov tomorrow. The train **leaves** at 8.30.
	2. in conditional and temporal clauses:	I'll tell you if it **hurts.** He'll phone you when he **comes.**

FORM	MEANING	EXAMPLE
THE FUTURE CONTINUOUS	1. a **temporary situation** in the future:	Don't phone me at seven o'clock. I **shall be eating** my supper.
	2. a **future-as-a-matter-of-course** (a predicted event which will happen independently of the will or intention of anyone concerned):	Mr Smith **will be driving** into London next week ('as a matter of course').
BE ABOUT TO	— in reference to the **immediate future:**	They **are about to leave.**

(G. Leech)

THE SIMPLE FUTURE

1.175. *The SHALL/WILL FUTURE simply refers to a future event.*)*

Fill in the blanks with WILL or SHALL as appropriate.

1. We . . . be very happy to welcome you.
   We shall be very happy to welcome you.
2. *Tom:* Who . . . be on duty tomorrow? *Ann:* Mary ....
   Tom: **Who will be on duty tomorrow?** *Ann:* **Mary will.**
3. *Tom:* Will you be here next week? *Ann:* Yes, I . . . be here.
4. *Bob:* Will this coat fit you? *Adrian:* No, I don't think it . . . .
5. The Bartons haven't been invited yet, but they . . . be.
6. 'Are you sure we'll get in?' 'Of course we . . . .'
7. 'Does George think there'll be any seats left?' 'He thinks there . . . .'

*) WILL is frequently used instead of SHALL when the subject of the verb is I or WE, both in British and American English. In speech, the short forms I'LL and WE'LL are preferred.

8. 'I'm afraid the hotel . . . be full.' 'You're right. It . . . be.'
9. 'How many of you will be here?' 'We . . . all be.'
10. I . . . pay the electricity bill this afternoon.

1.176. Form questions to produce the following answers.

1. *Bob:* Yes, you'll have a *very* good seat.
   Ann: **Shall / Will** } **I have a good seat?**
2. *Bob:* Yes, there will be some seats left.
   Ann: **Will there be any seats left?**
3. Yes, Margaret will be on duty tomorrow.
4. Yes, you'll be able to talk to her.
5. Yes, there will be two supermarkets open.
6. Helen will (do the shopping).
7. I'll have a cup of coffee, please.
8. On September 30th.
9. In the lecture hall on the ground floor.

1.177.* *A FUTURE TENSE IS NOT USED IN A TIME CLAUSE. The meaning of the clause is future, but the PRESENT TENSE is used.*)*
Put the verbs in brackets into the SIMPLE FUTURE or SIMPLE PRESENT as appropriate. The first sentence is the model.

1. It will stop raining soon. **As soon as the rain stops, I'll walk to the baker's to get some bread.**
2. Mary will come soon. I *(wait)* here until she *(come)*.
3. Grandpa is going to have lunch at 12.30. After he *(have)* lunch, he *(take)* a nap.
4. I'm going to watch TV at eight. Before I *(watch)* TV, I *(write)* a letter to my cousins.
5. The children are going to leave in half an hour. They *(finish)* their homework before they *(leave)*.
6. I'll get home around seven. When I *(get)* home, I *(phone)* Angela.
7. The taxi will arrive in five minutes. As soon as the taxi *(arrive)*, we *(be)* able to leave for the station.

*) The PRESENT PERFECT is used in a time clause to express anteriority to the main clause:

I will go to bed { **when / after / as soon as** } **I have finished my work.**

(see Exercise 1.129)

1.178. Respond to each of the following remarks. Use JUST GOING TO or BE (JUST) ABOUT TO.

1. Why are you all sitting at the table?
   We are just going to eat.
   We are (just) about to eat.
2. What are you going to do with that glass?
3. Can't you switch that radio off?
4. Why have they got their coats on?
5. Sir, I don't know what this sentence means.
6. Has the concert started yet?
7. Why won't you let us go on board ship?
8. What are you doing with that letter?

1.179. Henry does these things every day. Say what he is going to do tomorrow. Use the GOING TO construction for events in the future.*)

1. Henry gets up at 7 o'clock.
   Henry is going to get up at 7 o'clock tomorrow.
2. He and his friend walk to the park every day.
   He and his friend are going to walk to the park tomorrow.
3. Henry has breakfast at a quarter past seven.
4. He meets his friends at seven thirty.
5. They walk to school together.
6. After school, they study in the library.

1.180. Fill in the blanks with the right form of (NOT) GOING TO. *Use this form to express a future action which appears likely or inevitable, due to present causes/circumstances.*

1. You're not warm enough. You . . . catch cold.
   You're not warm enough. You are going to catch cold.
2. The horse is limping badly. He . . . finish the race.
   The horse is limping badly. He isn't going to finish the race.
3. Put on your life-belts! The ship . . . sink.
4. Nonsense! We . . . sink. We're quite safe.
5. The weather forecast is excellent: It . . . rain.
6. George is a long way in front. He . . . win this race easily.
7. Don't be frightened. This . . . hurt.
8. I don't believe you. It . . . hurt. It always does.

*) GOING TO is widely used as a way of referring to the future, especially in spoken English. In written English, SHALL/WILL future is preferred.

1.181.* Put the verbs in brackets into the GOING TO form *(planned intention)* or the SIMPLE FUTURE *(unplanned intention)*. The first two examples are the model.

1. *Mr Ross:* What are you doing with that spade?
   Mr Pitt: **I'm going to plant some apple trees.**
2. *Mr North:* My car won't start.
   Mr West: **I'll come and give it a push.**
3. 'Why is Bob carrying his guitar?' 'He *(play)* it at Diana's birthday party.'
4. *Grandma:* I've left my glasses in the bedroom.
   Grandpa: I *(go)* and get them for you.
5. Some workmen arrived today with a steamroller. They *(repair)* the road.
6. "Why are you taking down all the pictures?" "I *(repaper)* the room."
7. *Kate:* This is a terribly heavy box.
   Bob: I *(help)* you to carry it.
8. Victor is studying very hard; he *(try)* for a scholarship.
9. *Mrs Brad:* There isn't any butter in the house.
   Mr Brad: I *(go)* and get some.

(A.J. Thomson, A.V. Martinet)

1.182. Fill in the blanks with SHALL/WILL or GOING TO future as appropriate.

1. I . . . call you if I need any help.
   I shall / I'll } call you if I need any help.
2. If you . . . faint, you'd better go outside in the fresh air.
   If you're going to faint, you'd better go outside in the fresh air.
3. 'I would like you to come with me.' 'I . . . ask if that is possible.'
4. 'Why are you carrying a tennis racket?' 'I . . . play tennis this afternoon.'
5. If it . . . rain, my hair will be absolutely ruined.
6. 'Are you sure we . . . get in?' 'Of course we . . .'
7. If you . . . smoke, please use an ash-tray.
8. If your train leaves at 1 o'clock, you . . . get to Sibiu by 6.
9. 'I . . . wash my hair today.' 'What, again?'
10. We . . . be grateful if you can send us samples of your cloth.

PRESENT CONTINUOUS / SIMPLE PRESENT WITH FUTURE MEANING

1.183. Answer the following questions using the PRESENT TENSE CONTINUOUS to indicate PERSONAL PLANS for the future or the SIMPLE PRESENT TENSE to indicate DEFINITE PLANS for the FUTURE as part of a timetable or programme.

1. Why are you packing?
   I'm going away tomorrow.
2. What time will your train leave?
   It leaves at 8.30 a.m.
3. How will you get to the station?
4. What will you do with your cat?
5. Where will you have lunch?
6. Where and when will your journey end?
7. Where will you be staying tonight?
8. Do you know when you'll be back?

1.184. In the following sentences, replace the SHALL/WILL FUTURE by GOING TO, the PRESENT SIMPLE or CONTINUOUS as appropriate. In some sentences several alternatives are possible.

1. We'll go away for a week.
2. The Foreign Ministers will meet in Stockholm.
3. There will be hundreds of journalists in the city.
4. The elections will take place tomorrow.
5. I'll be busy all day.
6. We'll move to a new flat.
7. It'll be a fine day.
8. The boat won't arrive until Saturday.
9. Who'll come for a walk?
10. My father will retire next year.
11. This will hurt. I'd better give you an injection.

1.185. *THE FUTURE TENSE CONTINUOUS (WILL BE + PRESENT PARTICIPLE) describes an activity in progres in the future. It often suggests that the activity is part of the normal course of events.*

Look at this page from a minister's diary. These are his appointments for tomorrow. Another minister wants to see him tomorrow and telephones his secretary.

e.g. S: **Is he free at 9.30?**

M: **No, he'll be opening a new school.**

9.30	Open a new school
10.30	Meet the Minister of Health
11.00	Go to the dentist
1.00	Have lunch with Education Officers
2.30	Go to Parliament
4.45	Have tea at the Savoy Hotel
6.00	Go to the TV studios
7.30	Give a TV interview
9.00	Have dinner with the Prime Minister

(Philip Prowse)

1.186. Make questions and answers in the future tense continuous.

1. your father/tonight/watch TV
   Tom: **What will your father be doing tonight?**
   Ann: **He'll be watching TV.**
2. you/this time tomorrow/listen to the teacher
3. your mother/this afternoon/make a cake
4. your brother/on Saturday night/dance in a disco
5. your uncle/tomorrow evening/do the football pools
6. your grandmother/at 11 o'clock tonight/go to bed
7. your friends/next year/study in Bucharest
8. the Bartons/next month/have a holiday
9. the reporter/tomorrow morning/interview our headmistress
10. the Minister of Education/at 10.30 tomorrow morning/meet the Minister of Health

1.187. *THE FUTURE PERFECT is the usual means of expressing PAST IN FUTURE in English; that is, of referring to a state or event seen in the past from a point of orientation in the future.*

Combine the following pairs of sentences. Use the FUTURE PERFECT in the main clause and the PRESENT TENSE in the temporal clause.

1. The Bartons have dinner at seven thirty. Alice is going to call on them at six thirty. Their friends are going to call on them at eight thirty.
   The Bartons will have had dinner by the time their friends call on them.
   The Bartons will not (won't) have had dinner by the time Alice calls on them.
2. The play starts at seven thirty. We'll get to the theatre at seven o'clock.
3. Nick is going to buy a camera before he starts on a trip around the country.
4. He will see many interesting places during his trip. When he comes back, he will tell us about them.
5. Mrs Smith has not finished reading her library book. She has to return it to the library today.
6. Betty is at the seaside now. She will return before September 15th.

1.188. Put the sentences below into the negative form.

1. Tom is going to leave tomorrow.
2. The play will have ended by 10 o'clock.
3. Our friends are coming next week.
4. The exhibition opens at 9 o'clock on Sunday.
5. Tudor will understand the situation if you explain it to him.
6. Christine can sing so she will be performing in the scholl festival.

THE FUTURE PERFECT CONTINUOUS

1.189.* Put the verbs in brackets into the FUTURE PERFECT CONTINUOUS.

1. The Bartons *(live)* in this house for ten years by January the first.
   The Bartons will have been living in this house for ten years by January the first.

2. Jenny *(live)* with them for five years soon.
3. I *(study)* English for eight years when I finish secondary school.
4. By tomorrow Alice *(take)* skiing lessons for two weeks.
5. By next month Mrs Allen *(work)* as a librarian for twenty years.
6. We *(practise)* grammar for eight months when we finish this course.
7. The tourists *(travel)* for two hours when they reach Brașov.
8. By next year, Mr Baker *(teach)* physics for thirty years.

1.190. *The auxiliary verbs used to form the future tense (simple, continuous, perfect) can also express modality.*

A. Change the clauses in italics using WILL to express a CHARACTERISTIC HABIT or an EXPECTATION.

1. While the cat's away, *the mice play.*
   While the cat's away, the mice will play.
2. *Dogs eat bread,* but only when they're very hungry.
3. *I assume that is the headmaster* — the man stepping out of the blue car.
4. Julia loves the sea — *she sits and looks at it* all day long.
5. If you leave iron in a damp atmosphere, *it soon rusts.*
6. There's number 40, *so this must be 42.*

B. Use SHALL WE ...? to make suggestions.

1. *Ann:* I haven't had lunch.
   Tom: **Shall we have lunch now?**
2. You haven't ordered anything to eat.
3. I haven't had a drink.
4. We haven't arranged a meeting.
5. Everyone's finished the meal. *(go)*
6. No one wants to go by bus. *(walk)*
7. I haven't seen Sandra for a long time. *(call on)*

C. Put in Kate's replies as shown in the example. *Use the WILL BE DOING form to express strong probability/virtual certainty in the present.**)

1. *Ann:* I wonder if Sandra is doing her homework now.
   Kate: **Oh, she'll be doing her homework all right.**

*) The WILL HAVE DONE form is used to express strong probability / virtual certainty in the present, with reference to an action performed at a previous moment: *They'll have got home by now.*

(= They have surely got home by now. They left our house an hour ago.)

2. I wonder if Tudor is playing football now.
3. I wonder if our neighbours are quarrelling now.
4. I wonder if mother's cooking the lunch now.
5. I wonder if my grandparents are watching television now.
6. I wonder if David is getting ready for work now.

1.191.* Put the verbs in brackets into the right form: PRESENT (simple/continuous) FUTURE (simple, continuous, perfect), the GOING TO form.

1. *Tom:* Where *(you, go)* next weekend?
   Ann: I *(go)* to Predeal.
   Tom: How *(you, get)* there?
   Ann: I *(take)* a bus.
2. When I *(graduate)*, I *(return)* to my native town.
3. Tomorrow I *(leave)* for home. When I *(arrive)* at the station, my whole family *(wait)* for me.
4. This traffic is terrible. We *(be)* late.
5. By the time we *(get)* to the airport, Adrian's plane *(already, arrive)* and he'll be wondering where we are.
6. 'Are you going to be in town next Sunday?, 'No. I *(visit)* my cousins in the country.'
7. I'm getting tired of sitting in the car. Do you realize that by the time we *(arrive)* in Suceava we *(drive)* for twelve hours?
8. 'How can I get in touch with you while you're out of town?' 'I *(stay)* at the Park Hotel in Mamaia. You can reach me there.'
9. The Bartons have been married for a long time. By their next anniversary they *(be)* married for 30 years.
10. Alice has bought some cloth; she *(make)* herself a dress.

1.192. Read the following except from *A Farewell to Arms* **by** *Ernest Hemingway.* **Underline the constructions used to express future time. Translate the passage into Romanian.**

"Where will we live after the war?"

"In an old people's home probably," she said. "For three years I looked forward very childishly to the war ending at Christmas. But now I look forward till when our son becomes a lieutenant commander."

"Maybe he'll be a general."

"If it's a hundred years' war he'll have time to try both of the services".

"Don't you want a drink?"

"No. It always makes you happy, darling, and it only makes me dizzy."

I reached down to the floor for the bottle and poured myself a drink.

"I'd better go to have a look at your compatriots," Catherine said. "Perhaps you'll read the papers until I come back."

"Do you have to go?"

"Now or later."

"All right. Now."

"I'll come back later."

"I'll have finished the papers," I said.

SEQUENCE OF TENSES

1.193. *In English, the tense of the verb in the subordinate clause is determined by the tense of the verb in the main clause: THE DEPENDENT VERB SHOWS TIME IN RELATION TO THE MAIN VERB. This phenomenon is known as SEQUENCE OF TENSES.*

Observe the operation of the sequence of tenses in the following sentences including a DIRECT OBJECT clause:

TIME RELATION OF DEPENDENT VERB TO MAIN VERB	TENSE IN THE MAIN CLAUSE	TENSE IN THE DIRECT OBJECT CLAUSE
AT THE SAME TIME	PRESENT TENSE The child **says** PAST TENSE Alice **knew**	PRESENT TENSE he **can't eat this.** PAST TENSE (that) Henry **loved** her.
EARLIER	PRESENT TENSE I **know** The students **don't remember** PAST TENSE The students **didn't remember**	PRESENT PERFECT/SIMPLE PAST, (that) you **have done** your lessons. what I **taught** them last week. PAST PERFECT what I **had taught** them the week before.

TIME RELATION OF DEPENDENT VERB TO MAIN VERB	TENSE IN THE MAIN CLAUSE	TENSE IN THE DIRECT OBJECT CLAUSE
LATER	PRESENT TENSE I **hope** PAST TENSE I **hoped**	FUTURE TENSE that Miss Grant **will change** the subject. FUTURE IN THE PAST that Miss Grant **would change** the subject.

1.194. Change the main verb in each sentence to the SIMPLE PAST. Then change the verb in the subordinate clause according to its time relation to the main verb.

1. I think Albert needs your help.
   I thought Albert needed your help.
2. Mr Brad claims that he { has spoken / spoke } to those people.
   Mr Brad claimed that*) he had spoken to those people.
3. I suppose Michael will finish the work next week.
   I supposed Michael would finish the work the next week.
4. I know they are tired.
5. Edward thinks he won the first prize in the competition.
6. We assume the meeting will be over around six o'clock.
7. I remember that the wind blew very hard the week before last.
8. I hear that Professor Barton is writing another book.
9. I guess our friends haven't heard the good news yet.
10. The message indicates Dr. Grant will be back from Bacău next week.

1.195.* *Use past forms for these auxiliaries after a main verb in the past:*

For CAN, use COULD.
For MAY, use MIGHT.
For MUST, use MUST or HAD TO.
For SHALL/WILL, use WOULD.

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*) Normally the word THAT may or may not be used after the main verb: *He knew (that) she was going to come later.*

Select the correct word from the parentheses in each sentence.

1. We are sure that Richard *(can, could)* help us with the work.
   We are sure that Richard can help us with the work.
2. Henry regretted that he *(can, could)* not go with us.
   Henry regretted that he could not go with us.
3. I regret that we *(must, had to)* leave now.
4. Victor thought he *(can, could)* find someone to explain everything to us.
5. Daniel said he *(may, might)* send the parcel the next day.
6. We regret that we *(can, could)* stay only fifteen minutes longer.
7. We had to promise Edward that we *(will, would)* help him.
8. They didn't know that we *(must, had to)* leave at once.

1.196. *In a continuous text, it is usually considered desirable to retain the same tense, PRESENT or PAST, for each new step in the narrative, description or argument. This involves using one or the other of two combinations: a) SIMPLE PRESENT, PRESENT CONTINUOUS, PRESENT PERFECT*) and one of the FUTURE TENSES;*
b) SIMPLE PAST, PAST CONTINUOUS, PAST PERFECT and FUTURE IN THE PAST.

Put the verbs in brackets into the right tense. The first two examples are the model.

1. Right now Grandpa **is taking** a nap. He **fell** asleep an hour ago. He **has been sleeping** for an hour.
2. Yesterday grandpa **took** a nap from 2.00 to 3.00. I **got** home at 2.30. When I **came in**, grandpa **was sleeping.** He **had been sleeping** for half an hour by the time I **came.**
3. *Tom:* I *(be)* in your native town last month. It *(look)* like a nice town. I *(never, be)* there before.
   Ann: What *(you, do)* in that part of the country?
   Tom: My sister and I *(drive)* to Suceava to see our grandparents.
4. Laura *(start)* to read *The Jderi Brothers* by Mihail Sadoveanu. She *(not finish)* reading it yet. She *(read)* it because her Romanian teacher *(ask)* her to.
5. The weather *(be)* terrible lately. It *(rain)* off and on for two days and the temperature *(drop)* at least twenty degrees. It *(be)* in the low 40's right now (Fahrenheit). Just three days ago the sun *(shine)* and the weather *(be)* pleasant. The weather certainly *(change)* quickly here. I never know what to expect. Who *(know)?* When I *(wake)* up tomorrow morning, maybe it *(snow).*
6. Last night I *(go)* to a party. When I *(get)* there, the room *(be)* full of people. Some of them *(dance)* and others *(talk).* One young woman *(stand)* by herself. I *(never, meet)* her, so I *(introduce)* myself to her.

1.197. *However, any combination of tenses is possible if each tense is used appropriately to express the speaker's exact meaning.*

Read the sentences below and point out the clauses where the sequence of tenses is not involved.

1. Father bought the house in which we are living today.
2. Father bought the house so that we would have a place to live in.
3. In my opinion, Shakespeare wrote much better than his predecessors had been able to.
4. In my opinion, Shakespeare wrote much better than his contemporaries could.
5. In my opinion, Shakespeare wrote much better than modern dramatists can.
6. In my opinion, Shakespeare wrote much better than any playwright yet unborn will be able to.

1.198. *The rule about the sequence of tenses applies also to INDIRECT SPEECH when the introductory verb is in a PAST tense: PAST TENSE, PAST PERFECT, FUTURE IN THE PAST.*

Situation: Susan changes her mind very quickly. Alice is surprised at everything she says.

Susan:	*Alice:*
1. I'm going to the seaside.	**But you said you were going to the mountains.**
2. I'll phone him on Monday.	*... Saturday.*
3. I've chosen a green dress.	*... a red one.*
4. The shop closed at 8 p.m.	*... by 6 p.m.*
5. Tom is very rude.	*... very polite.*
6. I'm going to leave him.	*... to marry him.*
7. I want a cup of tea.	*... a cup of coffee.*

*) The use of PAST TENSE and not of PRESENT PERFECT is obligatory, though, with an adverbial of past time:
We live in Franklin Street. We moved here in 1980.

1.199. *While the tense change shown in 1.193 is normal, it does not apply to indirect speech if present, past and future time are still present, past and future for the speaker.*

Read the following sentences and explain why the sequence-of-tenses constraints do not apply.

1. Columbus proved that the world is round.
2. The tourist discovered that all the buses stop at the central market.
3. I told you that the road is closed.
4. They said they will repair it soon.
5. The old man said he never locks the back door.
6. The teacher told us that water boils at 100° centigrade.
7. 'What did you say?' 'I said I'm tired.'
8. Tom said Ann arrived last week.
9. Henry asked me if I received the telegram this morning.
10. The clerk said that the best coffee comes from South America.

1.200.* *The verbs SAY and TELL have different uses in direct and in indirect speech. In direct speech, SAY, not TELL is used beside the actual words spoken, and the preposition TO is added if the hearer is mentioned. In indirect speech SAY is used if the person to whom the words spoken is not mentioned; TELL is preferred if the hearer is mentioned.*

Fill in the blanks with the correct form of SAY or TELL. The first three examples are the model.

1. Edward **said to me,** 'I'll phone you tomorrow.'
2. Edward **said** he would phone me the next day.
3. Edward **didn't tell me** he had to leave right away.
4. Daniel . . . to me, 'I will meet you at the station.'
5. 'I think we should choose a better place to meet, 'I . . . .
6. Did you . . . everyone what Robert had . . . about it?
7. Paul didn't . . . us what he intended to do.
8. 'Don't just stand there!' I . . . angrily. 'Do something!'
9. 'Henry . . . you that, didn't he?' Alice . . . with a smile.
10. Victor didn't . . . what he had already . . . his own friends.

1.201. *Other changes in indirect speech in the past may be needed by the context.*

Note the effect on personal pronouns, possessives and certain adverbials of time:

DIRECT SPEECH	INDIRECT SPEECH
a. 'Victor, **you**'ve passed **your** exam.'	I told Victor **he**'d passed **his** exam.
b. 'I'll telephone {**today.**' / **this evening.**'}	He said he'd telephone {**that day.** / **that evening.**}
c. 'Mr Brad will be back **tomorrow.**'	They told me Mr Brad would be back **the next/the following day.**
d. 'Your parcel arrived **yesterday,** Julia.'	I told Julia her parcel had arrived **the day before.**
e. It happened **two hours/days/weeks ago.**	They told me it (had) happend **two hours/days/weeks** {**before.***) / **ago.**}

(R.A. Close)

1.202. Put the following into indirect speech.

1. My teacher said, 'I read your essay two days ago.'
   My teacher said he had read my essay two days before.
2. George said, 'I'm leaving today.'
   George said he was leaving that day.
3. Laura said, 'I've sent the letter this morning.'
4. My friend said, 'I'll be thinking of you while you're away.'
5. The man said, 'The bus is going to stop at the corner.'
6. The man from the Telephone Company said, 'There'll be a telephone in your house tomorrow.'
7. The mayor said, 'Work on the Canal began two years ago.'
8. Mr Scott said, 'I'll have paid for my car by next year.'
9. The old man said, 'The shop next door closed a month ago.'

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*) Like the tenses, the adverbs of time need not always change. *They told me Mr Brad would/will be back tomorrow* is correct if the *tomorrow* referred to in direct speech has not yet come. If, at eight o'clock, somebody says, *'They told me the plane arrived two hours ago'*, that is correct if he means that the plane arrived at six.

10. I said to him, 'They'll have been waiting all day in the rain.'
1. He said, 'Tomorrow is a public holiday.'

1.203. Put the following into indirect speech, beginning with the clause between brackets. In all the sentences, the time has not passed yet.

1. The new radio service is to start operating next month. *(We were told)*
   We were told that the new radio service is to start operating next month.
2. You are not to use this telephone for your private calls. *(I told you yesterday)*
3. Tomorrow is a holiday. *(I thought)*
4. They are opening the new shop on March 8th. *(I heard)*
5. He's coming later. *(Who said)*
6. They are about to pull down that old building. *(I heard)*

1.204. Situation: Mr Barton is asking for information about his flight.

1. How much does it cost?
   Do you know how much it costs?
2. When does the flight leave?
3. Which airport does it leave from?
4. How long does it take?
5. How much baggage can I take?
6. How much do I have to pay for excess baggage?
7. Where do I wait for the flight-call?

1.205. Do the exercise again on the pattern below to practise indirect speech in the past.

1. How much does it cost?
   He asked how much it cost.

1.206. Turn these direct questions into indirect ones.

1. Who spoke at the meeting? *Do you remember...?*
   Do you remember who spoke at the meeting?
2. What's wrong? *I have no idea . . .*
   I have no idea what's wrong.
3. Who lives next door? *I don't know . . . ;*
4. What's happened? *Can you tell me . . ;*
5. Who will come? *I'm not sure . . .*
6. What's so interesting? *I wish you'd tell me . . ;*
7. Which one is correct? *Do you know . . .*
8. Who knows the right answer? *I wonder . . .*

1.207. Do the exercise again, as shown below, to practise indirect speech in the past.

1. Who spoke at the meeting?
   I wondered who had spoken at the meeting.
2. What's wrong?
   I wanted to know what was wrong.

1.208.* *If a general ('YES/NO') question is put into indirect speech, it is introduced by IF or WHETHER.*)*
Fill in the blanks with IF or WHETHER. The first two sentences are the model.

1. I asked Susan { **if** / **whether** } she liked my new dress.
2. Please tell me **whether** or not you agree.
3. Mother wondered . . . everyone would be ready to leave by ten.
4. . . . we can really help you, I don't know yet.
5. Roger wanted to know . . . I had seen that film.
6. It depends on . . . he can come to the meeting.
7. The teacher asked us . . . we had understood the lesson.
8. . . . he can write the report is another matter.

1.209. *Indirect questions have the word order of statements whether the main clause is a question or not.*
Put the following into indirect speech.

1. Do you know . . . *(When does the train arrive?)*
   Do you know when the train arrives?
2. Did you ask her . . . *(Are your friends coming?)*
   Did you ask her if her friends were coming?
3. I will ask him . . . *(How early can you get up?)*
4. Did she tell you . . . *('What did he do?')*
5. Do you know . . . *('Is that true?')*
6. Did he say . . . *('Which book do you want?')*
7. Can you tell me . . . *('Were the results good?')*
8. Do you remember . . . *('When did you get here?')*

1.210. Put these requests and commands into indirect speech.

1. The teacher said, 'Sit down!'
   The teacher told us to sit down.

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*) WHETHER is obligatory before OR NOT, when the WH-clause precedes the main clause or is the object of a preposition:
I asked Susan whether she liked my new dress or not.
Whether he can help you (or not) is a difficult question.
It depends on whether we have enough time (or not).

2. The headmaster said, 'Please come in.'
The headmaster asked me to come in.
3. The lawyer said, 'Don't say anything.'
The lawyer told me not to say anything.
4. The teacher said, 'Open your books!'
5. The headmaster said, 'Don't stand up!'
6. Mother said, 'Please be careful!'
7. The little boy said, 'Please don't go.'
8. The doctor said, 'You must stay in bed.'
9. The old lady said, 'Would you speak louder?'

1.211. *When a sentence containing a TEMPORAL CLAUSE refers to the future, the future is normally indicated in the main clause by SHALL/WILL and in the subordinate clause by* the *PRESENT TENSE.* **Tell the driver what to do, like this.**

1. *Man:* Stay here! We'll be back in a few minutes.
Woman: **Stay here until we { are / 're } back.**
2. Drive fast. We'll be out of town soon.
3. Keep going. We'll be in the country soon.
4. Follow this road. We'll come to some traffic lights.
5. Slow down. We'll be out of town soon.
6. Don't stop. We'll come to a hotel soon.
7. Drive on. You'll get to the motorway soon.

(R. O'Neill)

REVISION EXERCISES ON TENSES OF THE VERB

1.212. Fill in the blanks with the right form of the following verbs:

1. *(see)* ... you ... Sandra. a. *every day?*
b. *yesterday;* c. *tomorrow;* d. *since Sunday.*
1. a. **Do you see Sandra every day?**
b. Did you see Sandra yesterday?
c. Will you see Sandra tomorrow?
d. Have you seen Sandra since Sunday?
2. *(get up)* What time ... you ... a. *in the morning?*
b. *this morning?* c. *tomorrow?* d. *if you were on holiday?*
3. *(do)* What ... you ... a. *recently?*
b. *since I last saw you?* c. *yesterday?* d. *if he doesn't phone you?* e. *when he phoned?*
4. *(go)* Where ... you ... a. *now?*
b. *last night?* c. *tonight?* d. *every morning?*

5. *(be)* How long ... you ... a. *here?*
b. *in Brașov last year?* c. *in Sibiu next month?* d. *here before you met him?* e. *here by the time you finish your work?*
6. *(read)* What book ... you ... a. *next week?*
b. *now?* c. *last week?* d. *when I came in?*
e. *lately?*

1.213. Put the verbs in brackets into the right form.

A.1. The weather *(get)* colder since the end of November.
2. The children *(look)* forward to seeing snow for a long time.
3. Yesterday it *(start)* to snow and they *(get)* very excited.
4. After it *(snow)* for an hour, they *(go)* outside to make snowballs.

B.5. How long *(you, live)* in this town?
6. *(your parents, live)* here all their lives?

C.7. We *(not have)* a test yesterday.
8. We *(not have)* a test for a long time.

D.9. We *(have)* an English lesson now.
10. We *(have)* one at this time last week, too.
11. We *(have)* English lessons each Monday since the beginning of the term.
12. The bell *(not ring)* right now.
13. The bell *(ring)* when the teacher entered the room.
14. We *(stand)* for two minutes when he finally said 'Good afternoon' to us.

E.15. Jenny *(learn)* to play tennis when she was twelve.
16. She *(play)* every summer since that time.
17. She *(not play)* very much last summer because she *(not have)* a good partner.
18. She *(like)* to play tennis.
19. She *(think)* it is good exercise.

F.20. I *(receive)* Dan's invitation yesterday, and *(accept)* it at once; I *(not see)* him for three weeks.
21. "The Professor has just told me he *(be)* very busy tomorrow. He *(give)* a lecture in the morning, then he *(go)* to Brașov for a conference."
22. "So he *(be)* pretty tired by the time he *(get)* back."

1.214. Write the letter that contains the information below. Make all necessary changes or additions.

1. I mean/write you/long/but/be/very busy/lately.
2. How/you/keep? The last time/I hear/you/be/month ago.

3. What/you do/recently? You/see/any good films/or be/the theatre?
4. You/ever/get/that concert/you write/me about?
5. I be/Bucharest/three months now/and I start/get used/it.
6. Well/drop me/line/when you/got/moment.

1.215. Read the following excerpt from *Cakes and Ale* **by** *Somerset Maugham,* **paying attention to the sequence of tenses. Translate the passage into Romanian.**

I had quite made up my mind that I was going out with the Driffields next morning, but knew that it was no good asking my uncle if I might. If he found out that I had been and made a row it couldn't be helped, and if Ted Driffield asked me whether I had got my uncle's permission I was quite prepared to say I had. But I had after all no need to lie. In the afternoon, the tide being high, I walked down to the beach to bathe, and my uncle, having something to do in the town, walked part of the way with me. Just as we were passing the Bear and Key, Ted Driffield stepped out of it. He saw us and came straight up to my uncle. I was startled at his coolness.

1.216. 'Good afternoon, Vicar,' he said. 'I wonder if you remember me. I used to sing in the choir when I was a boy — Ted Driffield. My old governor was Miss Wolfe's bailiff.'

My uncle was a very timid man, and he was taken aback.

'Oh, yes, how do you do? I was sorry to hear your father died.'

'I've made the acquaintance of your nephew. I was wondering if you'd let him come for a ride with me tomorrow. It's rather dull for him riding alone.'

THE PASSIVE VOICE

FORM

1.217. *The passive voice is made by the verb BE and the PAST PARTICIPLE of another verb.*
Read the sentences below, underline the verbs in the passive voice and specify their form. Translate the sentences into Romanian.

1. The library **is used** by people of all ages.
2. The library **was used** by many children last summer.
3. The first floor **is being painted** at the moment.
4. Last month, the children's room **was being painted.**

5. Many new programmes **will be offered** next year.
6. A story hour for children **is going to be organized** by a young author.
7. A lot of new equipment **has been ordered.**
8. The new slide projector **had** already **been installed** when I went there yesterday.
9. The children's story hour **will have been started** by the end of next month.
10. My library card **has to be renewed.**

1.218. *The PASSIVE VOICE is especially useful when the doer of the action is unknown, unimportant, or represented by a large group of different individuals.*
Make sentences on the pattern:

1. wheat *(grow)* Romania
Wheat is grown in Romania.
2. cotton *(grow)* Egypt
3. tea *(drink)* Britain
4. champagne *(make)* France
5. Russian *(speak)* the USSR
6. coffee *(produce)* Brazil
7. rice *(eat)* China
8. gold *(find)* South Africa
9. oil *(refine)* Romania

1.219. *When the doer of the action (the LOGICAL SUBJECT) is mentioned in a passive sentence, it is usually preceded by the word BY (as a prepositional object of agent).*
Answer the questions below as shown in the first example.

1. *Tom:* Who delivers the post? *(the postman)*
Ann: **The post is delivered by the postman.**
2. Who delivers the milk? *(the milkman)*
3. Who delivers the papers? *(the newsboy)*
4. Who collects the rubbish? *(the dustman)*
5. What heats the water? *(the gas-boiler)*
6. What heats the radiators? *(the gas-boiler, too)*
7. What controls the temperature? *(a termostat)*
8. What turns on the heating? *(a time switch)*

1.220. Ask and answer questions in the SIMPLE PRESENT tense. Use the PASSIVE VOICE + by + agent.

1. tobacco */sell/* tobacconist
Ann: **Who is tobacco sold by?**
Tom: **By a tobacconist.**

2. vegetables/sell/ greengrocer
Ann: **Who are vegetables sold by?**
Tom: **By a greengrocer.**
3. watches/*repair*/watchmaker
4. meat/*sell*/butcher
5. bread/*make*/baker
6. photographs/*take*/photographer
7. medicine/*sell*/chemist
8. hair/*cut*/hairdresser
9. houses/*design*/architect
10. groceries/*sell*/grocer

1.221. *Negative and interrogative sentences in the passive follow the pattern of other sentences using the verb BE.* **Tell each other about differences between Romania and Britain. Look at the information on the TV screen.**

IN BRITAIN:
- Speed is measured in miles per hour.
- Small distances are measured in feet and inches.
- Longer distances are measured in yards and miles.
- People's weight is measured in stones and pounds.
- Milk and beer are sold in pints.
- Petrol is sold in gallons.
- Milk and newspapers are delivered to your front door.
- Pubs are closed in the afternoon.
- Cars drive on the left.
- French is the most popular foreign language.

e.g. **In Romania speed is not measured in miles per hour. It is measured in kilometres per hour.**

1.222. Ask and answer questions in the SIMPLE PAST. Use the PASSIVE VOICE.

1. America *(discover)* 1492
Bob: **When was America discovered?**
Kate: **I think it was discovered in 1492.**
2. printing *(invent)* 1454
3. the world's first railway *(open)* 1825
4. the London Underground *(open)* 1826
5. the first photograph *(take)* 1826
6. the electric light bulb *(invent)* 1879
7. the first motor cycle *(use)* 1885
8. penicillin *(discover)* 1928

9. the atom bomb (first/*use*) 1945
10. Hiroshima (*destroy*/by an atom bomb) 1945
11. Mount Everest (first/*climb*) 1953

1.223. *The PRESENT and PAST TENSE, passive voice, can be used in the continuous aspect.*
Ask and answer questions as shown in the first example.

1. at the post-office — letters/*post* — mail/*sort*
Tom: **What's happening at the post-office?**
Ann: **Letters are being posted and mail is being sorted.**
2. at school — lessons/*give* — exercises/*do*
3. at the office — phone calls/*make* — letters/*type*
4. at the restaurant — meals/*serve* — bills/*make out*
5. at the cinema — a film/*show* — people/*entertain*
6. at the station — tickets/*sell* — passengers/*call*
7. at the hotel — reservations/*make* — rooms/*prepare*
8. in Parliament — debates/*hold* — laws/*pass*
9. at the department store — goods/*display* — people/*serve*
10. at the airport — passports/*check* — baggage/*examine*

1.224. Use the prompts above to ask and answer questions in the past continuous, passive voice.

1. at the post office — letters/*post* — mail/*sort*
Bob: **What was happening at the post-office?**
Kate: **Letters were being posted and mail was being sorted.**

OUTSKIRTS [autskə:ts] s.pl. margine, mahala, suburbie (a orașului)

1.225. Make sentences in the PRESENT PERFECT PASSIVE using the prompts below.
Situation: A historic house on the outskirts of York has just opened as a country hotel.

1. the house/*(just) buy*/by Historic House Hotels
The house has (just) been bought by Historic House Hotels.
2. All its rooms/(carefully) /*restore*
All its rooms have been (carefully) restored.
3. the house/just/*turn*/ into a hotel
4. the building/carefully/*renovate*
5. all its rooms/beautifully/*decorate*
6. twelve bedrooms/already/*arrange*
7. the stables/*convert*/into single rooms
8. each room/*equip*/with a radio and TV set
9. a cellar bar/*plan*
10. a 60-seat dining room/*open*/to the visitors
11. the restaurant/*not finish*/yet
12. the hotel/*design*/by a local architect

DISPLAY [dis'plei] v.t. a expune, a etala, a arăta, a dovedi, a manifesta, a face paradă de

1.226. Situation: Mr Smith asked his secretary to do several things. Later he asked his secretary about them. **What were Mr Smith's questions and his secretary's answers?**

1. *Mr Smith:* **What about the letters?**
   Secretary: **They've been posted.**
2. *Mr Smith:* **What about the dictionary?**
   Secretary: **It hasn't been ordered yet.**

Things to do today	*Date: 5 December*
1. Post the letters	Done
2. Order a dictionary	Not yet
3. Send the telegrams	Done
4. Clean the typewriter	Done
5. Buy stamps	Done
6. Post the greeting cards	Not yet
7. Type the report	Done
8. Photocopy the report	Not yet
9. Dust the office	Not yet
10. Water the plants	Not yet
11. Take the money to the bank	Done

1.227. Make comments on the following situation. Use verbs in the present perfect, passive voice.

George Barton is back in Craiova for a few days. Craiova has changed a lot.

Many of the old little houses are no longer there, several imposing old buildings look like new, there are a lot of young trees in the city park, he can see new blocks of flats in the city centre and a big department store among them.

The roads are wider than they used to be and children are playing in the playgrounds.

An old friend is telling George about all the changes made in Craiova.

e.g. **Many of the old houses have been pulled down.**

1.228. Use the prompts below to make sentences in the PAST PERFECT tense. Use the PASSIVE VOIVE.

By the time the seven dwarfs returned home,

1. the windows — *open,*
   the windows had been opened,
2. the floor — *sweep,*
3. the windows — *wash,*
4. the whole place — *clean,*
5. the sink — *empty,*
6. the dishes — *wash,*

7. dinner — *cook,*
8. the table — *lay,*
9. flowers — *bring in.*

1.229. Look again at exercise 1.226 and make sentences on the pattern:

1. When Mr Smith returned, the letters had already been posted.
2. When Mr Smith returned, the dictionary hadn't been ordered yet.

1.230. Make sentences in the SIMPLE FUTURE PASSIVE using the information given.

1. the complete Beethoven cycle/*present*/next season
   The complete Beethoven cycle will be presented next season.
2. all of Beethoven's symphonies/*perform*/next season
3. all of Beethoven's concertos/*play*
4. many lesser-known works/*hear*
5. the tradition of complete composers' cycles/*revive*
6. high quality performances/*give*
7. the orchestras/*conduct*/by famous conductors
8. concerts/*hold*/in all major concert halls

1.231. Situation: A lot of changes will have been made in our town by the end of next year. **Use the FUTURE PERFECT PASSIVE to speak about them.**

By the end of next year . . .

1. the old centre/*restore*
   the old centre will have been restored.
2. the major historic buldings/*repair*
3. many of the old houses/*demolish*
4. new businesses/*start*
5. many trees/*plant*
6. several elementary schools/*build*
7. a new secondary school/*open*
8. the old district /*change*/ into an exciting place

1.232.* Conditional Sentences. Put the verbs in brackets into the PRESENT or PERFECT CONDITIONAL. Use the PASSIVE VOICE.

1. The building *(not demolish)* if it weren't so old.
   The building wouldn't be demolished if it weren't so old.
2. He *(punish)* if he had been guilty.
   He would have been punished if he had been guilty.

3. If the fireman had arrived at once, the fire *(put out)* in no time.
4. You *(offer)* the job if you spoke English fluently.
5. If the driver hadn't been careful, he *(injure)* in the accident.
6. The lecture *(not hold)* if the students were not interested.
7. You *(tell)* the news if you were able to keep it a secret.
8. The artist *(award)* the first prize if he had presented his other painting to the jury.

1.233. Situation: A lot of things have to be done before a car is ready to leave the car factory.
Make sentences using HAVE TO/HAS TO and passive infinitives.

1. the steel for the car body — *press*
The steel for the car body has to be pressed.
2. the steel for the body */cut/* into shape
3. the body */weld/* together
4. the engine*/assemble*
5. the body and the engine */fit/* together
6. the other parts*/add*
7. the car */spray/* with paint
8. the car*/test*

1.234. Respond to the following statements as shown in the first two examples.

1. *Ann:* No one can use that milk.
Kate: **No. That milk can't be used.**
2. *Vera:* They could do the work tomorrow.
Lucy: **Yes. The work could be done tomorrow.**
3. People mustn't park cars here.
4. You must finish this work before five o'clock today.
5. You should invite Alice to come.
6. They needn't take the pictures now.
7. The writer has to make the article longer.
8. You may take dictionaries into the exam room.
9. You may not take books into the exam room.
10. They ought to send aunt Emily to hospital.
11. You can't take food out of the restaurant.
12. They will have to discuss the details.

1.235. Situation: Mrs Smith keeps reproaching her husband with things that should or should not have been done.
Use SHOULD(N'T) + perfect infinitive passive.

1. these documents*/not leave/*on the desk
These documents shouldn't have been left on the desk.

2. they*/lock up*
They should have been locked up.
3. the rubbish*/throw away*
4. the cat's food*/not throw away*
5. the clock*/repair*
6. the bottle of wine*/not open*
7. those books*/take back/* to the library
8. the car*/not park/* on the lawn
9. the dishes*/wash*
10. the flowers*/not water/*today

1.236. Situation: George and Alice are talking about their grandmother. **What are their actual words? Use the PASSIVE GERUND in your sentences.**

1. *invite* — for lunch
George: **Grandma always insists on being invited for lunch.**
Alice: **Well, you know how much she looks forwards to being invited for lunch.**
2. *invite* — to my/your birthday party
3. *tell* — about my/your holiday
4. *show* — the pictures of my/your holiday
5. *send* — a postcard from the seaside
6. *take* — to the park for a walk
7. *accompany* — to the doctor

1.237. These statements were made by Mr Smith yesterday. Tell your classmates what he said. Use the PASSIVE VOICE in INDIRECT SPEECH. Make all the changes required by the sequence of tenses.

1. "The questions were prepared on Monday."
Mr Smith said (that) the questions had been prepared on Monday.
2. "The examination will be taken by forty students."
3. "Information can be obtained from the secretary."
4. "The timetable has been handed to the candidates."
5. "The test is being brought in right now."
6. "The examination is going to take three hours."
7. "The decision was reached in my absence."
8. "The subject of the essay hasn't been chosen yet."

1.238. *Adverbs of manner either precede or follow past participles in the passive voice, whereas adverbs of recent time like JUST, ALREADY, follow the first auxiliary.*
Put the words in brackets in the right place in the sentences below.

1. The clock has been repaired. *(skilfully)*
   The clock has been { repaired skilfully. / skilfully repaired.
2. The old building has been restored. *(just)*
   The old building has just been restored.
3. The rooms have been redecorated. *(already)*
4. The kitchen has been painted. *(just)*
5. The curtains have been washed. *(carefully)*
6. The floors will be scrubbed. *(thoroughly)*
7. The grounds will be cleaned. *(scrupulously)*
8. The period furniture has been repaired. *(beautifully)*
9. The bedroom has been opened to the visitors. *(recently)*
10. The study will have been opened by the time the first visitors come. *(also)*

1.239. Use the prompts below to make sentences in the passive voice.

1. The letters/just/*post*.
   The letters have just been posted.
2. My car/*repair*/now.
   My car is being repaired now.
3. The old town hall/*restore*/ soon.
4. The subject of the examination paper/*not choose*/yet.
5. I'm looking forward to/*invite*/ to your birthday party.
6. The flowers/*not water*/today.
7. Aunt Martha/ought to/*take*/to hospital.
8. The car/*spray*/with paint/after the body and the engine/*fit*/together.
9. The old house/*pull down*/if it hadn't been a historic monument.
10. The old centre/*restore*/by the end of 1990.
11. The next Olympic Games/*hold*/in an Asian country.
12. The table/*lay*/by the time father returned home.
13. The letters/already/*post*/but the cards/*not post*/yet.
14. The writer's house/just/*turn*/into a museum.
15. The museum/*visit*/by hundreds of people every day.
16. It/*visit*/by a group of children/now.
17. The baby/*wash*/when I arrived.
18. These papers/*deliver*/an hour ago.

1.240. Offer explanations or reasons for the following. Use the passive voice.

1. Mother looks happy.
   She has (just) been offered flowers.
2. I can't drive my car today.
3. When the seven dwarfs returned home they were very surprised.
4. Alice has got a perfect score on her test.
5. It's Michael's birthday tomorrow.
6. A bus ran into a taxi the other day. Fortunately the taxi driver reacted very promptly.
7. Mother is feeling better today.
8. The dustbin is full.
9. Aunt Martha likes going to parties.
10. They've just built a new school in our district. A lot of school equipment is necessary.
11. The letters were very urgent but nobody posted them yesterday.
12. There are a lot of oil refineries in Romania.
13. One hundred tourists are going to come to "International" Hotel tomorrow. All the hotel staff are busy now.
14. There was a long queue in front of the box-office yesterday.
15. The Village Museum is one of Bucharest's sights.
16. When Mr Barton returns to his native town next year, he won't recognize it.

ASPECTS OF USE

1.241.* *The passive is generally used with transitive verbs, i.e. verbs that can take direct objects.*
In the sentences below use the transitive verbs in the passive voice (+ by) and the intransitive ones in the active voice. Put the verbs into the past tense simple or continuous as necessary.

1. An accident *(report)* in yesterday's paper.
   An accident was reported in yesterday's paper.
2. The accident *(happen)* two days ago.
   The accident happened two days ago.
3. A car and a lorry *(involve)* in the accident.
4. The car *(drive)* a young man.
5. The lorry *(travel)* very fast.
6. The police *(notify)*.
7. An ambulance *(call)* to the scene.
8. The ambulance *(arrive)* ten minutes later.

9. Both drivers *(take)* to hospital.
10. The accident *(see)* a crowd of people.
11. Some of them *(agree)* to give statements to the police.
12. They *(go)* to the police station to give their statements.

1.242. *When the active form would involve the use of an indefinite pronoun or noun as subject, we generally prefer to use the passive (the agent with BY is not expressed).* **Turn the following sentences into the passive voice.**

1. (They) opened the new theatre last mounth.
   The new theatre was opened last month.
2. (Everyone) knows this fact very well.
3. However, (people) will soon forget it.
4. What should (one) do in such cases?
5. Has (someone) made all the necessary arrangements?
6. Unfortunately, (no one) has said anything about it.
7. (You) must finish the work by five o'clock.
8. O.K. (We) will execute all orders promptly.
9. I don't think (any one) can do it.
10. Well, (they) are now manufacturing this type of transistor radio in Timişoara.

1.243. *Verbs that have an object + infinitive pattern are frequently used in the passive with a TO infinitive.* **Say what the following people were** *told, advised, forbidden, reminded, encouraged* **to do or** *warned* **not to do.**

1. You'd better take a rest, Alice.
   Alice was advised to take a rest.
2. It's dangerous to play with matches, Alec.
   Alec was warned not to play with matches.
3. Come home earlier tonight, George.
4. Remember to ask your teacher about it, children.
5. Be careful, don't touch the stove, Alec.
6. Don't forget to get some bread, Tom.
7. If I were you, I would enter the competition, Michael.
8. Don't eat in the classroom, children.
9. Don't jump over that wall, Richard.
10. You'd better take the second turning to the right, sir.

1.244. *Active verbs followed by an indirect object as well as a direct object can have two passive forms. The first one (1.a.) is more common.*
Put the following sentences into the passive voice as shown in the first example.

1. Children offer their mothers flowers on March 8th.
   a. **Mothers are offered flowers on March 8th.**
   b. **Flowers are offered to mothers on March 8th.**
2. Mary's colleagues sent her twenty-one roses on her twenty-first birthday.
3. The nurse has brought the doctor hot water and clean towels.
4. A soldier handed a telegram to the general.
5. Grandmother tells little Alec a story every evening.
6. We must send a postcard to Mary.
7. The children have given their mother a beautiful present.
8. The secretary is showing the documents to the manager right now.
9. Will they offer you the job at once?
10. Mother has promised a football to little Tom.

1.245. *When a verb + preposition/adverbial particle is put into the passive voice, the preposition/adverbial particle remains immediately after the verb.* **Put the following sentences into the passive voice.**
Situation: While Mrs Barton was in hospital, her children took care of everything.

1. Sandra tidied up the rooms.
   The rooms were tidied up (by Sandra).
2. In the morning, Tom took the dog out for a walk, while Monica turned on the gas cooker and made tea for everybody.
3. Then Sandra sent all the children to school.
4. At bedtime, Alice wound the clock up, Tom brought the dog in, and Tom switched the lights off.
5. So, Tom took care of the dog,
6. Alice looked after the cat,
7. Sandra sent for the doctor when Tom had the flu,
8. and Monica dealt with all the other problems.

1.246. Put the following sentences into the passive voice as shown in the first example. *The passive structures are rather formal. The second is more common.*

1. People say that the new manager is very strict.
   a. **It is said that the new manager is very strict.**
   b. **The new manager is said to be very strict.**

2. Everybody thought an explanation was necessary.
   a. **It was thought that an explanation was necessary.**
   b. **An explanation was thought to be necessary.**
3. They feel that the matter is very serious.
4. They think that the team has a good chance of winning.
5. People believe Sandra is a good influence on Henry.
6. We know that the man is an expert.
7. People believed that the earth was flat.
8. Everybody understood that the information was confidential.
9. Everybody knows she has a fine voice.
10. They say she is a great singer.

1.247. *When the active verb in the subordinate clause refers to a previous action, it becomes a perfect infinitive after passive verbs as:*

say	*believe*	*understand*
think	*consider*	*claim*
know	*acknowledge*	*report*

Change the following sentences as shown.

1. It is known that they have arrived safely.
   They are known to have arrived safely.
2. It was known that they had arrived safely.
   They were known to have arrived safely.
3. It was thought that they had taken too many risks.
4. It was acknowledged that they had been right.
5. It is reported that the scientist was an expert in his field.
6. It is known that she had a fine voice.
7. It is said that she behaved strangely.
8. It was believed that she had had a nervous breakdown.

1.248. Answer these questions according to what you have heard. ("I've been told that..." or "It is said to be/to have been...").

1. Is there a museum in this town?
2. What is its art collection like?
3. Has the new wing been completed yet?
4. Where are the Romanian paintings exhibited? The sculptures? The folk art exhibits?
5. Where are the paintings by Nicolae Grigorescu?
6. When were they made?

7. Was he a contemporary of Ion Andreescu, or did he come later?
8. Were they great friends, or were they rivals?
9. Where did you hear that Grigorescu is the greatest Romanian painter?

1.249. *Continuous infinitives, active voice, can be used after the passive form of the verbs.*
Comment on the following sentences as shown below:

1. Mr Barton is living in Braşov now. *(think)*
   Mr Barton is thought to be living in Braşov now.
2. Peter was waiting for a message all day yesterday. *(believe)*
   Peter is believed to have been waiting for a message all day yesterday.
3. The situation is getting better. *(know)*
4. The famous writer was looking for an efficient secretary. *(say)*
5. The police were stopping cars at road-blocks. *(report)*
6. The police are now questioning people in connection with the road accident. *(think)*
7. The surgeon was operating on an old woman. *(say)*
8. The National Theatre actors are trying out the new play in the provinces before they bring it up to Bucharest. *(believe)*

1.250. *The construction BE + PAST PARTICIPLE does not always have a passive meaning.* **Read the following examples and write a few more sentences of your own.**

1. The children **are interested** in English.
2. They **are determined** to learn it well.
3. Mother **was tired** when she came home.
4. Victor said he would phone when he **was done.** (= *when he had finished*)
5. The visitor **is gone.** (= *has gone*)
6. I **am finished** studying. (= *I have finished*)

1.251. Read the sentences below and say which of them are in the passive voice and which are not.

1. I was surprised by a knock at the door.
   the passive voice
2. I am very surprised at your behaviour.
   past participle used as an adjective
3. They were very interested in chess when I first met them.
4. I was interested by what you told me.
5. We are annoyed by a great number of phone calls every day.

6. I'm very worried about her.
7. We were worried by mosquitoes all night.
8. He was annoyed with his wife because the dinner was badly cooked.

1.252.* *A passive meaning may also be expressed by GET + PAST PARTICIPLE. With many verbs GET passives indicate involvement of the grammatical subject. Compare:*
He was invited to the party. (= Someone invited him)
He got invited to the party. (= He managed to be invited)
Fill in the blanks with a form of BE or GET as appropriate.

1. Henry wanted to go to the Bartons' party, so he knew that somehow he had to get invited.
2. Mr Barton was very fond of Henry but his wife couldn't stand him. Somehow, thought Mr Barton, the boy had to be invited.
3. Margaret was angry when she came home and found pieces of glass all over the floor. "How did this window get broken?" she shouted.
4. Peter's dog got loose and Peter asked a neighbour to help him get the dog back. The dog was chased all over the neighbourhood before finally getting caught in a fence.
5. David did them a favour, never expecting payment, so he was surprised when he was paid for his work.
6. You remember the tall boy who scored all the goals? Guess what he did. He didn't like our coach and got transferred to another team.

PASSIVE-LIKE CAUSATIVES

1.253. *In causative constructions with HAVE the doer of the caused action is often omitted. Such constructions are not true passives because they do not contain the auxiliary BE, but the action verb is a past participle.*
Rephrase the following sentences using the pattern HAVE/GET SOMETHING DONE.

1. Mr Barton can't type. His secretary types his letters for him.
Mr Barton { **has** / **gets** } **his letters typed.**
2. Mrs Barton wants a new dress. She's going to the dressmaker.

3. The old lady couldn't carry her suitcase to the train. A porter carried it for her.
4. The teacher is correcting the pupils' homework.
5. His eyes needed testing so he went to an optician.
6. His trousers were dirty so he took them to the cleaner's.
7. They don't buy their morning paper at the newsagent's. The postman delivers it every morning.

1.254. What would Mr Barton say at each of these places?
1. at a photographer's where they take passport photographs;
Mr Barton: **I'd like to have a passport photograph taken.**
2. at a garage where they service Oltcit cars;
3. at an optician's where they mend sunglasses;
4. at a camera shop where they develop and print colour films;
5. at an electrical shop where they repair transistor radios;
6. at a jeweller's where they mend electronic watches;
7. at a dry-cleaner's where they clean fur coats.

REVISION EXERCISES

1.255. Put the verbs in brackets into the right tense. Use the passive voice.

A.*
1. You can't drive along that road. A new motorway *(build)*.
2. Three new factories *(just, open)* in Brașov county.
3. We *(give)* a lot of homework to do every day.
4. I would have gone to the party if I *(invite)*.
5. By the end of the century new forms of energy *(develop)*.
6. The department store *(open)* last week.
7. You *(order)* to go on a diet if you have stomach trouble.
8. I don't like *(stare at)*.
9. Young people must *(urge)* to read more.
10. The accident could *(prevent)* if Mr Barton had driven more slowly.
11. The baby *(still, feed)* when father arrived home.
12. *(they, tell)* yet?
13. By the time the firemen arrived, the fire *(already, put out)*.

14. The plants *(water)* every day if it were necessary.
15. Visitors *(allow)* to stay longer if the old woman had felt better.

B.

1. Village life *(change)* by machines.
2. More food *(can, grow)* today because machines *(use)*.
3. Horses *(not use)* for farm labour for many years; tractors and lorries *(use)* instead of horses.
4. When horses *(used)*, food *(grow)* for them on large areas of farm land.
5. Very little food *(need)* for horses recently.
6. The land which *(use)* for that purpose in the past can now grow food for people instead.
7. This is one of the ways in which village life *(change)* by machines.

1.256. Mr Smith is always complaining about something. Re-phrase his complaints using the passive voice.

1. Men used to sweep this street every day; now nobody has swept it for a week.

This street used to be swept every day; now it hasn't been swept for a week.

2. Look, Betty! Someone has turned on a light in the hall and opened the door. What is going on in this house?
3. The postman leaves the letters in the hall and I have to go and collect them.
4. In future, perhaps, they won't even bring letters to the houses; and we shall have to collect them from the post-office.
5. Cars injure so many people on the roads every day. Can't anybody do anything about it?
6. No, Betty, you can't wash this suit; you'll have to take it to the drycleaner's.
7. I don't like parties. People waste a lot of time discussing unimportant things.
8. The cleaning woman should have washed the stairs yesterday. She hasn't washed them for a week.

1.257. A. Read the following excerpt from the novel *Vanity Fair* by *W.M. Thackeray*.

B. Translate it into Romanian.

C. Re-tell the passage. Use the passive voice whenever necessary.

Rebecca had never seen a baronet. As soon as she had taken leave of Amelia and counted the pounds which good Mr Sedley had put into her purse and as soon as she had finished wiping her eyes with her handkerchief — which operation she ended the very moment the carriage had turned the corner of the street — she tried to fancy what a baronet was like.

"I wonder, does he wear many decorations?" she thought "or is it only lords that wear decorations? But no doubt, he will be very handsomely dressed in a court suit, and his hair well powdered. I suppose he will be awfully proud, and that I shall be treated contemptuously. At least I shall be among noblemen and not with vulgar city people."

At last the carriage stopped at a tall gloomy house. The door was opened by a man in a dirty coat, a worn-out scarf round his neck. His head was bald, his face red, and there was a grin about his mouth. The bald-headed man carried Miss Sharp's trunks into the house. On entering, Rebecca found that the room was not cheerful at all. Two kitchen chairs and a round table were near the fireplace. There was a bit of cheese and bread on the table.

"Where is Sir Pitt Crawley?" said Miss Sharp majestically.

"He! He! I am Sir Pitt Crawley. Remember you owe me a pint of beer for bringing down your luggage. Ask Mrs Tinker if I am not."

The woman addressed as Mrs Tinker came in with a pipe and some tobacco for which she had been sent a minute before.

"Where is the farthing?" he asked. "I gave you three halfpence. Where is the change, Mrs Tinker?"

"There!" replied Mrs Tinker, throwing down the coin, "it's only baronets who care about farthings."

"A farthing a day is seven shillings a year," answered Sir Pitt Crawley, a member of Parliament.

1.258. Translate the following into English. Pay attention to some of the ways the Romanian Present Tense is translated into English.

ROMANIAN: PRESENT TENSE	ENGLISH
1. Eliza **merge** la munte o dată pe săptămînă. Ea **se duce** la munte mîine.	1. Eliza **goes** to the mountains once a week. She **is going** to the mountains tomorrow.
2. Dan **intră** în restaurant şi **se aşază** la o masă. **Se uită** în jur.	2. Dan **goes** into the restaurant and **sits down** at a table. He **looks** around.
3. Chelnerul **stă de vorbă** cu un client. Afară **plouă.**	3. The waiter **is talking** to a customer. It **is raining** (outside).
4. Ei **vorbesc** de zece minute.	4. They **have been talking** for ten minutes.
5. Clientul **este** în restaurant de la ora şapte.	5. The customer **has been** in the restaurant since seven o'clock.
6. Clientul i-a spus chelnerului că **doreşte** o friptură.	6. The customer told the waiter (that) he **wanted** a steak.
7. Eu ştiam că apa **îngheaţă** la 0°C.	7. I knew that water **freezes** at 0° centigrade.
8. El mi-a spus că **este** aici de la ora 5 şi că de atunci o **aşteaptă** pe Diana.	8. He told me he **had been** there since 5 o'clock and he **had been waiting** for Diana ever since.

A.*

1. Eu îmi fac temele după-amiaza. Fratele tău cînd îşi face temele?
2. Vera intră în clasă şi se duce la banca ei.
3. Băiatul care joacă fotbal pe stradă este colegul meu de bancă. El locuieşte vizavi. Tu unde locuieşti?
4. Nu intra în clasă. Profesorul de fizică are oră acolo şi nu-i place să fie deranjat. El este în clasă de la ora 10.
5. Angela nu joacă tenis astăzi. Ea joacă tenis doar duminica dimineaţa.
6. Bunica nu citeşte niciodată fără ochelari. Tu citeşti fără ochelari?
7. — Ce carte citeşti săptămîna asta? — De două zile citesc "Baltagul".
8. Nu plecăm sîmbătă la mare. Plecăm săptămîna viitoare.
9. Soarele străluceşte, păsările cîntă; e o zi frumoasă de vară.
10. Închide geamurile. Plouă tare afară. Deseori plouă aşa în iulie.

B.

1. Ce s-a întîmplat? Nu mai mergi la operă? Unde te duci?
2. Trebuie totdeauna să-ţi iei umbrela cu tine cînd plouă.
3. Eu merg la cinematograf duminica. Tu cînd mergi? Mergi de două ori pe săptămînă?
4. George cîntă în baie. El totdeauna cîntă cînd se spală şi ne enervează pe toţi, căci cîntă fals.
5. De obicei Laura nu merge pe jos la şcoală. Ea merge cu autobuzul.
6. — Cînd începe vacanţa de iarnă?
   — Nu ştiu precis. Cred că pe 22 decembrie.
7. — Unde locuiesc bunicii tăi?
   — Ei locuiesc la ţară, dar luna aceasta stau la noi, în oraş.
8. — Ce faci duminica viitoare?
   — Mă duc la munte.
   — Te duci des la munte?
   — Nu, doar o dată pe lună.
   — Dacă o să am timp o să vin şi eu cu tine.
   — Copiii se vor bucura dacă ai să vii. Te rog să-mi telefonezi cînd te hotărăşti.
9. Mama este în bucătărie. Găteşte. Găteşte de la ora 10 dimineaţa.
10. — Ieri Virginia mi-a spus că lucrează ca profesoară de trei ani.
    — Eu cred că este profesoară din 1980, de cînd a terminat facultatea.

C.

1.* — Cum te descurci aici? — îl întrebă el pe Cambrea şi acesta îi răspunse cu sinceritate:
   — Cred că bine pentru că nu prea mă interesează meseria asta . . .
   — Ha, ha! — rîse procurorul — mi se pare că nu eşti prea bine văzut . . . vreau să zic că nu eşti un tip popular . . .
   — Mi se pare şi mie . . . probabil pentru că nu vorbesc în dialect . . .

— Apropo, iartă-mă că te întreb, îl cunoşti bine pe Horac? (Era unul dintre mărimile raionului).
— Nu, răspunse Cambrea, privindu-l pe celălalt fix cu ochii săi albaşti — nu-l cunosc deloc.
— Da? . . . — se miră Alexandrescu — el te cunoaşte însă şi încă foarte bine . . . şi are şi o părere bună despre dumneata.

2.* — Ce dracu au ăia, Armand? întrebă subsecretarul de stat. Se cred pe stradă?
Secretarul ministrului, care le ştia pe toate, îl informă prompt.
— A scos Lupu Rădulescu un nou volum de versuri.
— Ia te uită!
— Beau de-aseară şi probabil că au simţit nevoia de muzică.
Evelyne, care-l auzise, sublinie muşcător:
— Dar ce-şi închipuie, că aici cîntă o orchestră de jazz?
Tismana o complimentă, salutînd-o cu un gest.
— Bravo, Evelyne. Auzi dumneata, fac petrecere în rotonda Ateneului. Eu i-aş evacua cu poliţia. Ce maniere sînt astea?
Femeia nu scăpă ocazia de a mai plasa o răutate:
— Apropo. Nu-l văd pe micuţul nostru Roger . . .
— Despre cine vorbeşti? se făcu a nu înţelege Tismana.
— Ei, despre cine vorbesc! Despre băiatul ăla frumos, cu care transformi tu eseurile pentru ziar.
— Ce vrei să spui? Nu înţeleg nimic. Ce eseuri? Ce ziar?

1.259. Translate the following sentences into English. Use the SIMPLE PAST whenever necessary.

A.*

1. Luna trecută Daniel a cumpărat un aparat de fotografiat de la prietenul său Victor.
2. Victor i-a vîndut aparatul cu 200 de lei.
3. Daniel i l-a plătit a doua zi.
4. Pe atunci, Daniel nu ştia mai nimic despre fotografii.
5. Victor i-a dat o broşură cu instrucţiuni.
6. Daniel a citit cu atenţie instrucţiunile.
7. Apoi şi-a fotografiat toţi prietenii.
8. Desigur, el ţinea aparatul în mînă cu mare atenţie.
9. A doua zi Daniel a dus filmul la developat.
10. Fotografiile au fost gata peste cîteva zile.
11. Toate fotografiile au ieşit foarte bine.
12. Ieri Daniel a adus fotografiile la şcoală.

13. Victor le-a văzut pe toate.
14. El a spus că fotografiile sînt bune.
15. Victor şi-a pus două fotografii în portofel.
16. Celelalte fotografii le-a dat colegilor.

B.

1. Aseară am fost la ziua de naştere a lui Tudor.
2. Sora mea şi-a pus rochia ei cea nouă.
3. Eu i-am cumpărat un cadou lui Tudor.
4. Petrecerea începea la şapte seara. Noi am plecat de acasă la 6.30.
5. La universitate ne-am întîlnit cu cîţiva prieteni.
6. Am mers împreună la Tudor.
7. Din fericire, îi cunoşteam pe toţi invitaţii.
8. Am stat de vorbă cu fiecare din ei.
9. Am mîncat o mulţime de sandvişuri şi de prăjituri.
10. Am băut pepsi rece şi cafea fierbinte.
11. Tudor ne-a povestit despre excursia lui în Delta Dunării.
12. Paul şi-a adus chitara cu el.
13. El ne-a cîntat multe cîntece.
14. Ne-am distrat foarte bine la ziua lui Tudor.
15. Am dansat mult şi am ascultat muzică modernă.
16. Toţi ne simţeam obosiţi cînd s-a terminat petrecerea.
17. Cu toate acestea l-am ajutat pe Tudor să facă ordine în cameră.
18. Apoi am spălat vasele şi le-am pus în dulapul din bucătărie.
19. Tudor ne-a fost recunoscător.
20. Cînd i-am spus "La revedere", ne-a mulţumit pentru ajutor.

1.260. Translate the following into English. Use the SIMPLE PAST to translate the Romanian "PERFECT SIMPLU".

1. "Victor, zise Matilda, merg eu la plimbare, am să-ţi spun ceva!" Silvia se înseninâ cînd auzi şi deodată îmi surîse:
"Pa, tata, cînd mai vii?"
O luai iar în braţe, o sărutai, spusei bună ziua lui Mircea şi o aşteptai pe Matilda în stradă. *(M.P.)*
2. Cînd se urcă, observă că nu era singur, pe una din platforme se găseau adunaţi nişte ţărani, pe o grămadă de paie, iar pe alta, în imediata apropiere, un grup de orăşeni, în mijlocul cărora el distinse o femeie în negru, în jur de treizeci de ani, foarte frumoasă.

El urcă pe una din platforme, nu chiar pe cea mai apropiată de grupul acela în mijlocul căruia se afla femeia, își așează geamantanul alături, cu exagerată grijă, și se pregăti pentru scurta călătorie.

8.* — Cum te cheamă?

El nu spuse nimic, Nu era un copil vagabond, treningul de pe el era curat. Avea o expresie senină și obosită.

— Ți-e foame? îl întrebă Constanța.

El ridică privirea, tăcu cîteva clipe lungi, apoi deodată confirmă printr-o imperceptibilă mișcare a capului.

— Bine, hai să mîncăm mititei!

Se opriră în dreptul unei barăci și se așezară la o masă.

Constanța trase un scaun și îl apucă pe băiat să-l așeze alături.

— Vale, șopti ea, ia pune și tu mîna pe umerii băiatului ăsta. Vale puse mîna pe umerii lui.

— Tremură, zise Vale. Puștiule, tu ai răcit. Să-i dăm să bea țuică fiartă.

— Din ce pricină nu poate un copil să doarmă acasă la el? îl întrebă Constanța pe Vale. Îi e somn. Ai dormit azi-noapte? îl întrebă pe băiat.

El negă din cap. Spuse însă unde stătea. Era prin apropiere. Vale comandă mititei și fripturi. Băiatul era foarte flămînd. Se înecă cu aburul fierbinte al țuicii și mîncă toți micii și toată pîinea.

— Tanța, dacă vrei să mai rămîi, eu te las, zise Vale. La șase am curs, trebuie să plec.

— Parcă eu n-am curs?! zise Constanța. Mai stai puțin.

— Nu, am plecat.

Constanța plăti. Vale zise la revedere. Ea o luă cu băiatul prin mulțime. Îi puse cîteva clipe mîna pe spinare.

— Nu mai mi-e frig, zise băiatul. Vă mulțumesc.

— Dacă ai să te mai culci așa pe pămîntul jilav, ai să răcești la plămîni. Ce faci tu, lucrezi undeva?

El nu răspunse. Îl întrebă cîți ani are. Avea doisprezece.

Și odăi cîte aveau ei acasă? La început nu vru să răspundă. Apoi, deodată, își ridică ochii la ea și spuse că aveau o singură odaie.

— Și n-aveți loc, sînteți mai mulți frați? întrebă Constanța și fiindcă el își feri privirea în lături nu-l mai întrebă nimic.

1.261. Translate the following into English. Pay attention to some of the ways the Romanian "IMPERFECT" is translated into English.

ROMANIAN	ENGLISH
1. Diana **citea** o carte cînd a intrat Victor în cameră.	1. Diana **was reading** a book when Victor came into the room.
2. Diana **citea** mult în vacanță,	2. Diana **read** a lot (when she **was**) on holiday.
3. Diana **citea** multe povești cînd **era** mică. Acum citește romane istorice.	3. Diana **used to read** fairy-tales when she **was** a little girl. Now she reads historical novels.
4. Diana **citea** o carte, apoi i-o **povestea** surorii mai mici.	4. Diana **read/would read** a book, then she **told/would tell** it to her younger sister.
5. Diana **era** acasă de la ora 4. **Citea** de o oră cînd i-a telefonat mama ei.	5. Diana **had been** at home since 4 o'clock. She **had been reading** for an hour when her mother rang her up.
6. Dacă vremea **era** urîtă Diana **citea** o carte, dacă **era** frumos, **mergea** la plimbare.	6. Diana **read** a book if the weather **was** bad; if it **was** fine, she **went** for a walk.
7. Diana **citea** ea cartea dacă o **găsea** la bibliotecă. Dar **era** împrumutată.	7. Diana **would have read** the book if she **had found** it at the library. But somebody **had borrowed** it.

A.*

1. Cînd profesorul ne-a spus să ne oprim din scris, noi mai lucram încă la ultima problemă.
2. A sunat de două ori telefonul în timp ce făceam baie.
3. Cînd i-am cunoscut pe George și Paula în 1980, locuiau la Buzău.
4. Pe cînd traversam strada, două mașini au trecut pe lîngă mine în mare viteză.
5. Cînd am ajuns azi acasă, tata stătea de vorbă cu vecinul. Ei stăteau de vorbă de cîteva minute.
6. Am pus masa în timp ce Eduard vorbea la telefon.
7. — Ce făceai luna trecută pe vremea asta?
   — Învățam pentru examene.
8. Sandra era ocupată cu împachetatul pentru că pleca a doua zi.

9. — Unde te duceai cînd te-am văzut?
— Mă duceam la cinematograf.
10. Participam și eu la discuție dacă citeam cartea, dar n-am putut să fac rost de ea.
11. Cristina mînca multe prăjituri cînd era mică. Acum mănîncă numai fructe.
12. Duminica dimineața bunicul se scula devreme și se ducea la piață. Apoi pregătea micul dejun pentru toată familia.

B.

1.* Medicii zîmbeau. Bolnava se uita cu privirea sticlind intens la acest om mic de statură, a cărui existență o uimea. Avea pe chip o expresie elocventă, ca și cînd l-ar fi cunoscut pe acest bătrîn de totdeauna, parcă i-ar fi fost rudă sau protector în copilărie. În mod neobișnuit, profesorul întîrzia el însuși consultînd-o, deși tot timpul lăsa să se înțeleagă că diagnosticul doctorului Sîrbu rămîne valabil. O întrebă unde lucrează, cîte ore, ce eforturi speciale a făcut în ultimul timp. Emise ipoteza că asemenea eforturi pot produce carența unor substanțe necunoscute în metabolism... Trebuie urmărit... Dar nu spuse ce anume și apoi își aminti: era vorba de un caz pe care îl relată medicilor amănunțit... Apoi o întrebă pe bolnavă:
— Vă place să dormiți?
Și nu așteptă răspunsul, se întoarse spre suită cu un gest: are cineva altceva de propus?
— Terapie cu somn și cu insulină! încheie profesorul și se ridică și deodată deveni grăbit și dispăru din rezervă.
— Mîine dimineață să nu mîncați nimic, spuse o soră rămînînd în urmă. Mergem la analize.

2.* Primi într-o zi la școală un telefon de la Secția de învățămînt a raionului, care o invita să se prezinte chiar atunci, la șeful secției. „Ce-o fi avînd cu mine, tovarășe director?" întrebă. „Nu știu, vezi și dumneata despre ce e vorba, răspunse directorul. Cine știe ce-o fi! Te pomenești că te avansează!" adăugă el cu falsă invidie, care sugera însă că el știe foarte bine pentru ce e chemată la raion și n-o invidia cîtuși de puțin. Constanța nu observă și se gîndi că era posibil să fie într-adevăr detașată de la școala elementară ciclul doi la o școală medie. Dorea de mult acest lucru, era profesoară și socotea că i se cuvine. Nu spunea însă nimic nimănui, aștepta să fie apreciată fără să intervină nicăieri.

1.262. Translate the following into English. Pay attention to the possible ways of translating the Romanian "PERFECT COMPUS" into English.

ROMANIAN	ENGLISH
1. **A plouat.**	1. It **has rained.**
2. **A plouat** ieri.	2. It **rained** yesterday.
3. **A plouat** (o oră). Apoi a **ieșit** soarele.	3. It **rained** (for an hour). Then the sun **came** out.
4. El mi-**a spus** aseară că **a plouat** de dimineață.	4. Last night he told me it **had rained** in the morning.
5. Dacă **a stat** ploaia, va ieși în curînd soarele.	5. If it **has stopped** raining, the sun will soon come out.
6. Imediat ce-**ai terminat** de citit cartea te rog s-o duci la bibliotecă.	6. Please return the book to the library as soon as you **have finished** reading it.
7. **A plouat** toată ziua; de aceea este așa de frig.	7. It **has been raining** all day; that's why it's so cold.

A.*

1. George a locuit în Tulcea timp de 20 de ani.
2. În 1980 el s-a mutat la București.
3. Sînt șase ani de cînd s-a mutat.
4. Ți-ai rupt cămașa! Ai o gaură în mîneca stîngă.
5. Este pentru prima oară cînd mătușa Virginia zboară cu avionul. Pînă acum a călătorit (doar) cu trenul.
6. Am vizitat Muzeul Satului de zeci de ori. Săptămîna trecută mi-am luat și nepotul cu mine.
7. El mi-a spus că nu a mai fost la acest muzeu.
8. — Noi am mîncat deja; am luat prînzul la ora două.
— Dacă ați mîncat de prînz, poate doriți o cafea.
9. Robert e răcit de o săptămînă. A răcit miercuri cînd s-a dus la stadion.
10. Avem mașina asta de un an de zile și nu am avut nici un necaz cu ea pînă acum.
11. Îmi pare rău. Am uitat titlul cărții. Sînt doi ani de cînd am citit-o.
12. Monica a citit toată după-amiaza; de aceea este așa de obosită.

B.

1. — Ați terminat cartea?
— Da. Am terminat-o aseară.
2. — De cînd sînteți la Brașov?
— Sîntem aici de la Anul Nou.

— Ați fost la Poiana Brașov?
— Da. Am fost ieri și am schiat.

3. — Ți-am telefonat toată ziua. Unde ai fost?
— Dimineața am fost la școală, iar după-amiază am văzut un film. Tocmai m-am întors acasă.
— Ce film ai văzut?
— Romeo și Julieta.

4. — Ați avut vreo lucrare scrisă luna aceasta?
— Da. Am avut un test la matematică săptămîna trecută, iar săptămîna aceasta am dat lucrare scrisă la română.

5. Am fost foarte ocupat în ultima vreme.
6. Nu deschide ușa clasei. Profesorul tocmai a intrat.
7. Mama a gătit toată dimineața. Este aproape 12 acum și prînzul e gata.
8. Ce-ai mai făcut de cînd nu ne-am văzut?

C. * Se îndreptă spre dulapul de vase, din care scoase o pîine mare, un ibric, o zaharniță, o linguriță și o conservă.
— Pîinea să fie prăjită?
— O, nu! Spune-mi, ai citit un roman care se numea „Viață de boem" de Henri Murger?
— Ce-i drept, am citit foarte puține romane.
— Atunci să înțeleg că nu l-ai citit. Era vorba de niște sărmani din Paris care trăiau în niște mansarde, cum ar fi podul ăsta. De asta îmi amintește ceea ce faci dumneata acum. Apropo, îmi datorezi o bicicletă.
Sper că n-ai prăpădit-o.
— Am fost silit s-o abandonez într-un cîmp lîngă Ploiești.

1.263. Translate the following into English. Pay attention to the use of the PAST PERFECT (simple and continuous) and to its possible Romanian equivalents.

ROMANIAN	ENGLISH: PAST PERFECT
1. Profesorul de română m-a întrebat ieri dacă **am citit** "Răscoala" de L. Rebreanu.	1. Yesterday the Romanian teacher asked me if I **had read** "The Uprising" by L. Rebreanu.
2. I-am răspuns că nu **citisem** cartea dar că **văzusem** filmul.	2. I told him I **had** not **read** the book, but I **had seen** the film.
3. Noi **eram** în clasă de jumătate de oră cînd mi-a pus profesorul această întrebare.	3. We **had been** in the classroom for half an hour when the teacher asked me this question.

ROMANIAN	ENGLISM
4. **Îl studiam** pe Rebreanu de două săptămîni cînd am văzut filmul.	4. We **had been studying** Rebreanu for two weeks when I saw the film.
5. Dan mi-a spus că **are** bicicleta de două săptămîni și că de atunci **merge** cu ea la școală.	5. Dan told me he **had had** the bicycle for two weeks and he **had been riding** it to school ever since.
6. Dacă **nu ar fi avut/avea** încredere în mine, nu mi-ar fi spus adevărul.	6. If he **hadn't trusted** me, he wouldn't have told me the truth.

A.*
1. Vînzătorul plecase deja acasă cînd am ajuns noi la magazin.
2. Tocmai stinsesem lumina cînd am auzit pe cineva bătînd la ușă.
3. Ne plimbam de jumătate de oră cînd ne-am întîlnit cu Frank.
4. Cînd am întrebat-o pe Vera dacă i-a telefonat Monicăi de ziua ei de naștere, mi-a spus că i-a trimis o telegramă.
5. Victor nu a putut să plece acasă pînă nu și-a terminat treaba.
6. George mi-a spus că-l cunoaște pe Adrian de doi ani.
7. Dacă ar fi avut permis de conducere ar fi putut să conducă mașina.
8. Nici nu terminasem de scris că a și sunat de ieșire.

B.
1. Cînd am ajuns la teatru, piesa tocmai începuse.
2. Mă dusesem deja la culcare cînd mi-am adus aminte că nu am încuiat ușa.
3. Nici nu încuiasem bine ușa că a și sunat cineva la sonerie.
4. Trenul era în gară de cinci minute cînd m-am urcat în compartiment.
5. Cînd am ajuns acasă, Diana cînta la pian de cîteva ore.
6. Spectacolul se terminase de mult cînd am pornit spre casă.
7. Dacă ai fi citit cartea, desigur ți-ai fi amintit de acest personaj.

C.
1.* Călători cu indiferență printre sate cu case risipite și în cele din urmă apăru la orizont și ținta călătoriei

DRIVING LICENCE n. (Brit.) permis de conducere = permis de conduce
LICENCE, ['laisəns] s. 1. autorizație, permis; concesiune 2. licență

sale. Femeia în negru din grupul de orășeni se mișcase foarte puțin tot timpul drumului și, deși el părea că n-o observă, o urmărise tot timpul, cînd furios, cînd prefăcîndu-se indiferent, deși nu se păcălea, decît pe el și nici atît.

În sfîrșit locomotiva măruntă se opri, țipînd triumfător, și el coborî, obosit și, în loc să privească în jur, se uita după femeia în negru care călătorise atît de aproape de el, mai bine zis după grupul în care se găsea ea. Deodată ea se întoarse și el înmărmuri o clipă, după care ea întoarse capul și se depărtă cu aerul că nu îl zărise niciodată în viața ei.

2.* Șapte ani cutreieraseră împreună oraș după oraș, țară după țară, o dată cu circul. Au fost răsplătiți cu aplauze, s-au bucurat de simpatia mulțimii.

Iar acum viața îi despărțea.

Fusese mai blîndă și mai miloasă cu ursul. Îl elibera. Era mai vitregă și neomenoasă cu omul. Îl ținea legat aici, pentru o bucată de pîine, pînă la moarte.

August cel prost intră în cușca lui Fram.

Ursul îl privi cu ochii blînzi și buni. Prietenia lor era veche. S-ar fi zis că ursul înțelege și el cu ce preț, în multe seri, paiața se silea să fie veselă ca să desfete mulțimea.

— Așadar, pleci? întrebă August cel prost, trecîndu-și mîna prin părul lui Fram.

Ursul nu știa să răspundă.

De altfel nici nu știa că pleacă. Nu știa ce bucurie îi pregătise fostul vînător de urși.

Se mirase că toți au trecut pe la el, că l-au dezmierdat, că i-au împărțit daruri. Dar nu înțelegea rostul acestor dovezi de dragoste. Simțea că se pune la cale ceva nou și neobișnuit. Mișcarea oamenilor îi trecuse și lui un neastîmpăr în vine. Priceperea lui se oprise însă aici.

— Așadar, pleci? își repetă întrebarea August cel prost. Te invidiez, prietene Fram!... Are să-mi fie urît. Circul are să rămînă gol fără tine. Erai un urs de ispravă. Mai de ispravă decît o fiară lacomă cu chip de om, ca directorul nostru!...

3.* Corabia sosi cu semne de mare grabă. Ancorase în larg și trimise două bărci să încarce blănurile vînătorilor. Fram privea și înțelegea. În ochii lui se lăsase ca o umbră de întristare.

Oamenii priveau la el și nu înțelegeau.

— Îmi pare rău să-l lăsăm aci! vorbi Egon. Parcă m-aș despărți de un prieten.

— Dar e făcut pentru viața de aici! Aceasta e soarta lui. Adu-ți aminte că, atunci cînd l-ai adus, îl trimisese Circul Struțki tocmai fiindcă tînjea după locurile lui de aci, de la el, de-acasă...

Amîndoi vînătorii intraseră în colibă să verifice dacă n-au mai uitat ceva.

Cînd au ieșit, Fram se făcuse nevăzut. L-au căutat. L-au strigat.

4.* Doctorul Sîrbu comunică abia la spital doctorului Stamate, cel pe care îl căutase imediat la telefon după ce Vale îi relatase ce era cu fostul soț al surorii lui, știrea că doctorul Munteanu evadase din lumea medicală. În aceeași dimineață primi însă un telefon de la redacția revistei „Neurologie, psihiatrie și neurochirurgie", revistă în conducerea căreia lucrase pînă de curînd și unde trimisese un fragment din studiul său despre Neurastenia bătrîneții — și redacția îi cerea acum studiul să-l publice în întregime. Studiul întreg se afla însă la același doctor Stamate, care îl ținea de o săptămînă acasă și întîrzia să se pronunțe.

1.264. Translate the following into English, paying attention to the verb forms used to express future time in English. DO NOT USE THE FUTURE TENSE IN TEMPORAL AND CONDITIONAL CLAUSES.

A.*

1. Îți voi telefona imediat ce voi ajunge la București.
2. Cînd vei sosi, ne vei găsi lucrînd la raport.
3. Dacă va întreba cineva de tine îi voi spune să telefoneze mai tîrziu.
4. Spectacolul nu va începe pînă la ora 19.00.
5. Vom aștepta aici pînă se va întoarce Paul. El se întoarce la ora 12.30.
6. Cerul e întunecat. Ploaia va fi în toi cînd vom fi gata de plecare.
7. Dacă Dan o să mă invite, probabil că o să mă duc la petrecere.
8. Poți să-mi telefonezi mîine la ora două. Voi fi la birou mîine după-amiază.
9. Eu nu știu dacă voi pleca săptămîna viitoare.

B.

1. Te vom aştepta în faţa teatrului cînd se va termina piesa. Piesa se termină la ora 22.30.
2. Anul viitor pe vremea aceasta vom locui într-un apartament nou. Ne mutăm în ianuarie.
3. Vom servi masa imediat ce vor sosi musafirii.
4. Maria ne va da datele după ce va vorbi cu George.
5. Profesorul vă va explica din nou lecţia dacă îi veţi cere acest lucru.
6. Familia Barton şi-a vîndut maşina cea veche. Au de gînd să-şi cumpere la anul o maşină nouă.
7. E prea devreme. Prietenii noştri vor fi încă la masă cînd vom ajunge acolo.
8. Cînd va absolvi Adrian facultatea, va fi studiat aici patru ani.
9. De ce nu vrei să-mi spui cînd vei pleca?
10. Peste o lună se vor împlini 10 ani de cînd lucrez în această fabrică.
11. Cît voi trăi nu voi uita anii mei de facultate.
12. Ea nu ştie dacă va merge la Sibiu cu trenul sau cu avionul.

C.

1.* Şi, de la uşă?
— Spune-mi, ţi-ai imaginat vreodată ce ni se va întîmpla nouă după ce toate aceste lucruri vor lua sfîrşit?
— Cred că da, răspunse Dănacu. Dacă o să simt că am talent la scris, o să povestesc tot ce mi s-a-ntîmplat. Dar n-am motive să cred că voi reuşi. Oricum, voi relua cursurile la Politehnică, ca un student întîrziat ce voi fi pe atunci. Şi pe urmă, om mai vedea.
— Nu cred că o să mai fie nevoie. Politehnica ţi-ai terminat-o în Spania, iar odată cu munca începută cu mine, faci o a doua universitate. E cam mult pentru o viaţă. Dacă vom scăpa cu bine din toate astea, atunci mai vorbim.

2.* Colonelul făcu un semn unui chelner şi, după ce dădu comanda, spuse simplu:
— Bănuiesc că ai în echipă nişte oameni cu care să te înţelegi bine.
— Bineînţeles.
— Peste cîteva zile, nu ştiu cîte, dacă nu s-o întîmpla altceva, pe la punctul de frontieră Curtici o să sosească un client gras. Fotografia şi instrucţiunile o să le primeşti cînd o să mergi cu oamenii tăi să-l întîmpini. Aş dori să te gîndeşti bine, cum am face ca el să nu apuce să ajungă la Bucureşti.
— E vorba de o răpire, nu-i aşa? Nu-mi închipui că...

1.265. Translate the following into English, paying attention to the sequence of tenses.

A.*

1. Eu ştiu că plouă foarte mult în această regiune.
2. Cred că prietenii noştri nu au văzut încă acest film.
3. Presupun că nu ai avut dificultăţi cu tema de la engleză de săptămîna trecută.
4. Telegrama ne informează că directorul se va întoarce săptămîna viitoare.
5. A rugat-o pe secretară să-i telefoneze soţiei directorului pentru a o informa.
6. Vecina noastră ne-a întrebat aseară de ce ne-am întors aşa devreme de la petrecere.
7. Ea a regretat că n-a putut să vină cu noi, dar ne-a promis că va merge cu noi data viitoare.
8. Am telefonat la dispensar şi l-am rugat pe doctorul de gardă să vină să mă vadă imediat ce va putea deoarece am febră şi mă simt foarte slăbit.
9. Sandra spera că se va putea duce la plimbare cu Victor dacă îşi va termina lucrarea.
10. Profesorul ne-a explicat săptămîna trecută că lemnul pluteşte pe apă.

B.

1. Infirmiera se ridică de pe pat şi îi spuse că acum s-a făcut bine, o să le afle bolnava pe toate, şi bune şi rele şi că de cele bune o să se bucure iar de cele rele n-o să-i mai pese, ar fi bine să iasă să se plimbe fiindcă mîine, poimîine o să i se facă ieşirea...
2.* — Aveţi un secretar reuşit, din toate punctele de vedere. Sper că v-a spus că ne vedem.
— A, nu, asta nu. Nu-mi vorbeşte niciodată despre viaţa lui particulară şi nici nu-l întreb.
— L-am fotografiat pentru revista „Signal", am trimis la Berlin vreo 24 de fotografii. Mi-au scris că va apărea într-un număr din ianuarie pe copertă. Cred că ar putea face carieră în cinematografie. Ar trebui să-l sfătuiţi şi dvs. Blond, înalt, cu privirea asta deschisă, are ceva arian care place publicului nostru.
— A, da, acceptă Tismana, recunosc că are un succes remarcabil la femei. Să ştiţi că n-am nimic împotrivă să facă un film.

3.* Am intrat într-un magazin de optică medicală. Pe firmă era scris cu litere aurite numele proprietarului: Kecskeméti Alexandru. Am spus că doresc să-mi cumpăr ochelari și vînzătorul m-a sfătuit să merg întîi la domnul doctor Pohr Dezideriu. El o să-mi elibereze o rețetă și să mă întorc cu ea. Mi-a spus unde stă doctorul, nu departe de magazin. L-am găsit acasă pe medic. M-a întrebat de unde vin, și cînd a aflat că locuiesc la Caransebeș, m-a întrebat dacă-l cunosc pe doctorul cutare. Cum să nu-l cunosc? Îl știe tot orașul ca pe un original, care făcea băi reci în Timiș chiar și iarna și lumea din oraș zicea că nu-l văzuse nimeni bolnav vreodată de guturai sau de alte maladii.

4.* Învățătorul vorbi timp de cîteva minute și spuse că nu se poate ca un băiat așa cum avea Moromete să nu urmeze mai departe școala superioară. Nu luă în seamă nici un fel de argument. Datorii a avut Moromete o viață întreagă și va avea o viață întreagă. Nedîndu-l pe băiat mai departe la școală, nu va scăpa de datorii, dar de nenorocit îl va nenorocii băiatului îi place cartea și va suferi cît va trăi din pricina asta, n-o să fie niciodată om întreg dacă rămîne aci în sat. Asta s-o știe de la el, de la învățător, care îl cunoaște pe băiat de patru ani!

5.* — Ce dorești? întrebă șeful cadrelor după un moment de tăcere.

— Vroiam să vă anunț că sînt cam bolnav și vreau să plec în concediu.

— Foarte bine, răspunse tovarășul Mînăfoaie, după un alt moment de tăcere, de astă dată ceva mai lung, timp în care vocea sa mormăise un „da" în afara receptorului, care nu era adresat celui cu care vorbea. Foarte bine, tovarășe, repetă Mînăfoaie cu răceală, dar de ce ai lipsit dumneata ieri?

— V-am spus că sînt bolnav!

— Prin fapte, tovarășe, nu prin vorbe!

— Cum prin fapte?

— Adu dumneata certificat medical. Dumneata ai mai lipsit acum zece zile; adu un certificat medical.

6. Nici unul nu avea încredere și nu era atent la spusele mele. Mi-am dat atunci bine seama de umilințele pe care trebuie să le îndure cel care este pe nedrept printre ultimii într-o profesiune sau pe scara ierarhiei sociale.

El nu are cuvînt, chiar dacă își dă seama că se află în posesia adevărului. El nu e auzit chiar dacă se exprimă. Nu-l crede nimeni.

1.266. Translate the following into English. Use the passive voice as appropriate.

A.*

1. Mobila asta e făcută la Brăila.
2. Mă cheamă Ecaterina dar prietenii îmi spun Kati.
3. S-a pus deja fundația noului bloc. Acum se ridică primul etaj.
4. Închide fereastra, te rog; dacă nu, o să se spargă.
5. Ai părul prea lung. Ar trebui să te tunzi.
6. Studenții se îndreptau spre cantină: se servea masa.
7. Romanul „Bîlciul deșertăciunilor" de W.M. Thackeray a fost tradus în multe limbi. El a fost tradus și în românește. O nouă ediție va apărea anul viitor.
8. Micuțului Alec îi place să i se spună povești.
9. Engleza este o limbă dificilă. Ea nu poate fi învățată în cîteva luni.
10. Dacă nu se oprea ploaia, ne-ar fi udat pînă la piele.
11. George a avut un accident ieri. El a fost dus la spital imediat.
12. George a fost externat din spital la două zile după ce a fost internat.
13. Astăzi este 20 noiembrie. Telefonul ar fi trebuit plătit pînă acum.
14. Dl. Smith dorea să știe dacă se servește micul dejun la hotel.
15. I s-a spus că sala de mese se va deschide la ora 7.00 și micul dejun va fi servit acolo.
16. Florile acestea ar crește mai bine dacă ar fi udate mai des.
17. Referatele trebuie predate acum.
18. — De ce era Alice așa de fericită aseară?
— Tocmai i se oferise cadoul pe care și-l dorea.

B.*

— Ai aflat?

— Ce? zic eu.

— Care va să zică, nu știi nimic?

— Ce, frate?

— Aseară s-au prins doi inși, un bulgar și un italian...

— Unde?

— Pe bulgar l-au prins la Valea Largă cînd se cobora din tren și pornea pe jos către Sinaia. (...)

— Și acuma, unde e?
— E închis la cazarma vînătorilor în deal. (...)
— Bine — zic eu — asta trebuie să o dai la gazeta d-tale.
— Firește că le dau... Acu mă duc la telefon... Stai puțin, mă-ntorc îndată... îți aduc știri din București. (...) Cînd căpitanul a făcut cîțiva pași, iată se întoarce de la telefon reporterul meu foarte încruntat. (...)
— Să-ți spun ce am aflat acuma la telefon din București... E lată rău! Războiul e declarat.
— Ce?! zic eu îngrozit.
— Douăzeci și trei de ofițeri români și treisprezece soldați, făcînd exerciții pe malurile Dunării, între Călărași și Giurgiu, au fost înconjurați de echipajul unei șalupe bulgare, care debarcase pe teritoriul nostru, dezarmați, făcuți prizonieri, încărcați în șalupă și trecuți pe malul bulgar.
— Cum se poate?
— Vezi că nu mai putem sta cu brațele încrucișate... Stai un moment... Mă duc la telefon, să dau amănunte despre evaziunea bulgarului... (...)

Amețit, mă reîntorc la scaunul meu și șez la loc, să aștept pe d-ul reporter, care trebuie să se întoarcă de la telefon.
Nu aștept mult; iată-l.
— Ei? întreb eu. Mai ai ceva nou din București?
— Se vorbește cu stăruință despre asasinarea unui judecător de instrucție.
— Nu mă-nnebuni!... Dar știi ce am aflat eu?... Acu am vorbit cu ministrul X... (...)
— Ce?
— Podul de pe Dunăre...
— Ei? podul de pe Dunăre... (...)
— Nu-nțelegi?
— A sărit în aer?!!
— Da, zic eu; cum ai ghicit?
— Mi s-a spus ceva la telefon, dar nu credeam... Mă duc să dau confirmarea știrii! — și pleacă glonț.

2. FINITE MOODS: THE SUBJUNCTIVE

FORM

2.01. *The SUBJUNCTIVE is the mood used to express UNREALITY, actions contrary to fact. It has synthetic and analytic forms.*)*

Look at the synthetic forms of the subjunctive:

FORM	EXAMPLE
1. a. The old form of the present subjunctive:	**Suffice** it to say...
1. b. The present subjunctive:	Grammar **be hanged!**
2. The past subjunctive:	It's time we **were** off.
	If I **had been** in better health, I would have joined you.

2.02.* *The OLD FORM OF THE PRESENT SUBJUNCTIVE is identical with the present INFINITIVE.* **Put the verbs in brackets into the right subjunctive form: active or passive.**

1. *(Come)* what may, I'll help you.
   Come what may, I'll help you.
2. Miss Crawley, ... it *(know)*, did not leave her room until noon.
   Miss Crawley, be it known, did not leave her room until noon.
3. The devil *(take)* him!

*) This chapter is based on: H. Poutsma — *A Grammar of Late Modern English*, P. Noordhoff, Groningen, 1926, and on: I.P. Krylova, *An English Grammar Practice Book*, Higher School, Moscow, 1978.

4. Grammar *(hang)*!
5. *(Be)* that as it may, we'll stick to our plan.
6. Not, ... it *(understand)*, that there is the slightest air of familiarity in the attention she receives.
7. *(Say)* what you will, I shall trust to my own judgement.
8. Heaven *(forbid)*!
9. The captain ordered that a salute *(fire)*.
10. It is imperative that the Government *(take)* some immediate step in this direction.
11. Home is home, *(be)* it ever so homely.

2.03.* *The PRESENT SUBJUNCTIVE is identical in form with the PAST TENSE indicative.*
Replace the verbs in brackets by the appropriate form of the PRESENT SUBJUNCTIVE (simple/continuous, active/passive).

1. It's time you *(get down)* to business.
It's time you got down to business.
2. It's about time we *(be leaving)*.
It's about time we were leaving.
3. It is high time the teams *(start)* training for the competition.
4. It's high time he *(express)* his own point of view.
5. Look, the flowers have drooped their heads. Isn't it time they *(be watered)*?
6. It's about time we *(put)* an end to this pointless talk.
7. It's time you *(be reading)* books in the original.
8. Isn't it time he *(be given)* his medicine?
9. It's time you *(realize)* the importance of the matter.
10. Isn't it time we *(be moving)* up front? We're getting off at the next stop.

2.04. *The PRESENT SUBJUNCTIVE form of the verb BE is WERE for all persons.* **Give advice in the following situations. Use IF I WERE YOU, I'D ...**

1. *Alice*: I want to lose weight.
Helen: **If I were you, I'd eat fewer sweets.**

Alice:	*Helen:*
2. I think it's going to rain.	.....
3. I think I've got a temperature.	.....
4. I find it difficult to get up in the morning.	.....
5. I've got the hiccoughs.	.....
6. I've lost my purse.	.....
7. I've been working too hard.	.....
8. I can't see properly. It's too dark in here.	.....

2.05.* *The PAST SUBJUNCTIVE is identical in form with the PAST PERFECT indicative.* **Put the verbs in brackets into the PAST SUBJUNCTIVE form.**

1. I wish it *(happen)* to anyone but you.
I wish it had happened to anyone but you.
2. She almost wished she *(not ask)* them to dinner.
3. I wish you *(bring)* your sister with you.
4. Oscar would have missed his train if he *(not hurry)*.
5. I would never have troubled him if I *(know)* he was so busy.
6. Suppose I *(do)* what you asked! What would have become of me?

2.06. *UNREALITY can also be expressed by a variety of modal auxiliaries + infinitives (ANALYTIC or PERIPHRASTIC SUBJUNCTIVE).*
Look at the analytic forms of the subjunctive:

FORM	EXAMPLE
1. shall/should + infinitive	The committee have decided that no one **shall be admitted** without a ticket. It is not necessary that every one **should be** first-rate — either actresses or singers.
2. may/might + infinitive	**May** you **be** happy in the life you have chosen! We put the milk on the shelf, for fear the cat **might get** at it.
3. would + infinitive	I wish you **would forget** it.

2.07. Point to the synthetic/analytic subjunctive constructions in the sentences below. Translate the sentences into Romanian.

1. May you have a long and happy life!
2. Alice began to wish she had not come.
3. I feared lest I should be deceived.
4. Our intention is that this Bill shall become law by the end of the year.
5. Try as you will, you won't manage it.
6. I wish Tom wouldn't play his pop records while I'm trying to read.
7. I would not think another moment if I were to choose.
8. Should you need help, please let me know at once.
9. He gave orders that the prisoners be set free.
10. Whatever faults he may have meanness is not one of them.

2.08. *The use of the OLD FORM OF THE PRESENT SUBJUNCTIVE in British English is restricted to some formulas, to imperatives and to legal and formal language.*
Suggest contexts for the following traditional expressions:

1. So be it!
2. Convention be damned!
3. The Devil take him!
4. God bless you!
5. Suffice it so say . . . .
6. Come what may . . . .
7. Be that as it may . . . .
8. Say what you will . . . .

2.09.A. *The old form of the present subjunctive is used in imperative sentences when the subject is expressed.*
Point out the subjunctive constructions in the sentences below:

1. Oh! you leave that to me. Don't you, any of you, worry yourselves about that.
2. Somebody give me a bit of pencil, and then I'll make out a list.
3. You take my advice: give him a pint of old ale before you start!
4. Harris said, "Now the first thing to settle is what to take with us. Now you get a bit of paper and write down, J., and you get the grocery catalogue, George."
5. I said, "No, you get the paper and the pencil and the catalogue, and George write down, and I'll do the work."

(Jerome K. Jerome)

2.09.B. What requests are these persons likely to make to others in each of the following situations?

1. a primary-school teacher — at the end of the lesson
Teacher: Come on, everybody leave the classroom. Somebody open the windows. Dan, you clean the blackboard. etc.
2. the language teacher — in the language laboratory
3. the head waiter — at a restaurant
4. grandfather — on the farm
5. the teacher — before/during/at the end of the test
6. mother — before/during/after Bill's birthday party

2.10.* Replace the verbs in brackets by the active or passive form of the old subjunctive, as used in (quasi-)legal, formal language.

1. He proposed that they *(hold)* a meeting and the matter *(put)* to the vote. **He proposed that they hold a meeting and the matter be put to the vote.**
2. The chairman suggested that the question *(include)* in the agenda.
3. An army lieutenant demanded that the flag *(lower)*.
4. It was requested that anyone leaving last *(lock)* the room and *(leave)* the key with the night warder.
5. The Board recommend that for the present no change *(make)* in the school regulations.
6. It was she who suggested that it *(sell)* and they *(buy)* a machine with which to make a living.
7. We desire that this privilege *(extend)* to others.

2.11. *The old form of the present subjunctive is common in literary American English.*
Complete these sentences according to American English usage.

1. Dora wasn't doing well in chemistry. Her friends recommended that . . . .
Her friends recommended that she work harder.
2. Alex likes to hear from his sister. He requested that . . . .
3. Brenda's mother wasn't feeling well. Brenda insisted that . . . .
3. Mrs Martin was overweight. Her doctor advised that . . .
4. Professor Baker's students sometimes forget their homework. He requires that . . . .
5. Oliver was having trouble with economics. His adviser suggested that . . .
6. Mr Miller's club needed money. Mrs Miller proposed that . . . .

2.12. *The PRESENT SUBJUNCTIVE indicates PRESENT UNREALITY (actions contrary to present fact).*
It is mainly used in the following contexts:

USE	EXAMPLE
1. after IT'S (HIGH/ABOUT) TIME:	It's (about) time the curtains **came** down.
2. after the verb WISH; after IF ONLY:	I wish I **had** a brother. If only you **were** my brother!
3. after IF, IN CASE, SUPPOSE, UNLESS:	If I **had** a watch, I could tell you the time.
4. after EVEN IF/EVEN THOUGH:	Even though he **were** present, I would not change my mind.
5. after AS IF/AS THOUGH:	I hate secrets and I don't like to be treated as if I **were** a child.

2.13. *WOULD and HAD in the phrases WOULD RATHER and HAD BETTER are originally subjunctives, although mostly used without any association with a hypothesis.*

WOULD RATHER) + INFINITIVE without TO shows PREFERENCE.*

Situation: There are many things that the children in our block of flats don't want to do today. They prefer to do some other things instead.

Say what each of them would rather do.

1. Daniel doesn't want to go shopping. *(go swimming)*

He { would rather / 'd rather } go swimming.

2. Laura doesn't want to do maths problems. *(write an essay)*
3. George doesn't want to go to the opera. *(see a play)*
4. Diana doesn't want to wash the dishes. *(prepare the lunch)*
5. Victor doesn't want to peel the potatoes. *(wash the vegetables)*
6. Tudor doesn't want to play table tennis. *(play badminton)*
7. Monica doesn't want to listen to the radio. *(watch TV)*
8. Paul doesn't want to wear his brown trousers. *(wear his blue jeans)*

2.14. Make a choice.

Use WOULD RATHER.

This evening you can:

1. stay at home or go out

I think I'd rather stay at home than go out this evening.

2. eat at home or eat out
3. go to the theatre or to the cinema
4. do the housework or watch television.
5. go dancing or go swimming
6. play chess or backgammon
7. do more homework or read a book

2.15. Practise the following dialogue with the words given below:

1. go to the pictures — watch TV

Bob: **What would you like to do now?**
Ann: **I'd like to go to the pictures.**
Bob: **Wouldn't you rather watch TV?**
Ann: **No, I'd rather not. I'd rather go to the pictures.**

*) WOULD RATHER is normally contracted to 'D RATHER.

2. go dancing — go fishing
3. go for a walk — listen to the radio
4. go skating — go swimming
5. go to the circus — go to the zoo
6. play tennis — play chess

2.16. Rewrite the following sentences, using WOULD RATHER + PERFECT INFINITIVE.

1. I wanted to stay at home, but I had to go out.

I'd rather have stayed at home than gone out.

2. I wanted to spend my holidays in the mountains, but we went to the coast.
3. I wanted to go by plane, but we went by train.
4. Tom wanted to buy some records by Paul Simon, but his sister bought some by Elton John.
5. Alice wanted to see an English film, but her boyfriend took her to a French one.
6. John wanted to buy a camera, but he had to pay the rent.
7. Diana wanted to be married in April, but she was married in June.

2.17.* Use *WOULD RATHER* + present or perfect infinitive to refer to present or past time.

1. I ... *(wear)* trousers than skirts { in winter. / last winter.

I'd rather wear / I'd rather have worn } trousers than skirts { in winter. / last winter.

2. In his youth, he ... *(live)* in the town than in the country.
3. Now he ... *(commute)* from the suburbs than *(live)* in the city.
4. If I have a choice, I ... *(go)* to the seaside than to the mountains.
5. When Steve was a child, he ... *(have)* love than material things.
6. I ... *(do)* things for myself than *(ask)* other people to do them for me.
7. In the last war, children ... *(go)* to school than *(seek)* shelter from bombs.
8. Nowadays young people ... *(travel)* than *(stay)* at home during their holidays.
9. In the past, most people ... *(stay)* at home than *(travel)* during their holidays.

2.18. *HAD BETTER is used to indicate ADVICE. Often HAD BETTER implies a WARNING or a THREAT of possible bad consequences.*
What advice would you give to these people?

1. Bob looks ill.
   Doctor: **You'd better stay in bed.**
   You'd better not go out.
2. Tudor has an exam in the morning.
3. I'm absolutely exhausted.
4. We've run out of coffee.
5. You are very thin.
6. My hair is too long.
7. Tom was very rude to his friends yesterday.
8. Ann and Alice have lost their luggage.

2.19. Make dialogues on the pattern below.

1. *Ann:* Let's go to the cinema. *(do our homework first)*
   Kate: **Hadn't we better do our homework first?**
   Ann: **Oh, yes, you're right. We'd better do our homework first.**
2. Let's call on Monica! *(phone her first)*
3. Let's buy her some sweets, shall we? *(buy her some flowers)*
4. I think we should tell Christine about our plans. *(ask Monica first)*
5. I'm thirsty. Shall we have something to drink? *(eat something first)*
6. Let's leave right now. *(wait for the others, too)*

2.20.* Fill in the blanks with HAD BETTER or WOULD RATHER.

1. *Mrs Scott:* Do you want jam or cheese in your sandwiches, Peter?
2. *Peter:* I ... have jam, please.
3. *Mrs Scott:* All right, but you ... not have all the jam. We only have a little left.
4. *Peter:* Well, then I suppose I ... have cheese in one of the sandwiches.
5. *Mrs Scott:* Good, I ... divide the jam between you and Mary than give it all to one of you.
6. *Peter:* Perhaps Mary ... have cheese than jam.
7. *Mrs Scott:* Perhaps. But we ... ask her first.
8. *Mary:* I ... have jam, too, but I may have cheese in one sandwich.

9. *Mrs Scott:* Well, you ... go and buy some jam this afternoon.
10. *Peter:* What sort?
11. *Mrs Scott:* Which one do you like best?
12. *Peter:* We ... have strawberry jam than apricot jam this time.
13. *Mrs Scott:* All right, get one jar of strawberry jam. By the way, you ... get some lemonade, too.
14. *Peter:* I ... get some orange juice. Lemonade is too sour.
15. *Mrs Scott:* Well, I and Mary ... drink lemonade than orange juice.
16. *Peter:* Then I ... get a bottle of each. Shall I get some beer for Father to?
17. *Mrs Scott:* Oh, yes. I think you ... take a basket with you to carry all those things.
18. *Peter:* I ... carry them in the box on the back of my bicycle. I find it easier.
19. *Mrs Scott:* All right.

(L.A. Hill)

2.21. Find adequate translations for the following traditional expressions containing the present subjunctive.

1. "Was it you I saw there?" "What should I do there? However, **be that as it may,** I never was there."
2. "**Far be it** from me," he said, "to interfere with your arrangements."
3. **Suffice it to say** that his idea lacked originality.
4. My aunt believes she is doing good to the village, **as it were.**
5. "I like your young boy, Dinny," said her grandmother. "**Be yours a happy marriage.**"
6. The actress, **as it were,** did not suit the role.
7. **As luck would have it,** I got a ten-pound check from my father that morning.
8. **Come what may,** he decided to sell the house.

(An English Grammar Practice Book)

2.22. Make sentences in response to these situations. Use IT'S TIME + PRESENT SUBJUNCTIVE.

1. Alice hasn't written to her grandparents for ages.
   It's time she wrote to her grandparents.
2. The alarm clock went off half an hour ago. I'm still in bed.
3. Henry is taking his driving test for the sixth time.

4. If they don't leave soon, they'll be late.
5. Peter's hair is so long that he looks like a girl.
6. Mary has had a terrible toothache for a week. It seems to be getting worse.
7. I've been working hard.

2.23. Put in the interviewer's words. Use WISH + PRESENT SUBJUNCTIVE to indicate *an unreal situation in the present (regret for an action/situation which does not occur).*

1. *Old man:* I'm sorry I'm not a bit younger.
   Interviewer: **You mean, you wish you were a bit younger.**
2. I'm sorry I don't speak French or German.
3. It's a pity I haven't more time.
4. And sometimes I'm sorry I don't know more people.
5. Yes ... and I'm sorry I don't understand young people.
6. You know ... sometimes ... I'm sorry I haven't a son.
7. Yes ... it's a pity I'm not married.

2.24. Do the exercise again, using IF ONLY.

1. I'm sorry I'm not a bit younger.
   If only I were a bit younger.

2.25. *WOULD RATHER is followed by a THAT clause when the person expressing the preference is not the subject of the action which follows.*
Rephrase the following sentences using WOULD RATHER instead of the verb PREFER.

1. I prefer sitting to standing.
   I'd rather sit (than stand).
2. I'd prefer you to sit next to me.
   I'd rather you sat next to me.
3. I should prefer to live in the country.
4. I should prefer my daughter to live with me, not my son.
5. A good teacher prefers to be loved rather than feared.
6. Adrian prefers that nothing should be said about his generosity. (Use *people* as subject of the clause).
7. The Bartons would prefer their relatives to come next week.
8. Alice would prefer to speak to you tomorrow.
9. Mr Ross says he would prefer to rent a house; he doesn't want to buy one.
10. Mrs Ross says she would prefer her husband to buy a house.

2.26.A. Read the following situations and make comments on them as shown in the first example. Use the PRESENT SUBJUNCTIVE in the unreal conditional clause to express *an imaginary/unreal situation, contrary to present fact.*

1. *Tom:* Grandfather's very ill. I suppose he really should stay in hospital.
   Ann: **Yes, if I were very ill, I { should / would / 'd } stay in hospital.**
2. Grandfather is almost 70. Why doesn't he take things easy?
3. Uncle George is very tired. He ought to take a nap.
4. Those people are very old. They ought to live in a smaller house, I suppose.
5. Now .. Arthur West is a businessman. Why doesn't he learn a foreign language?
6. Tudor is a very fast driver. I suppose he really should participate in the car race.

2.26.B*. Put the verbs in brackets in the right form.

1. If Bob *(look)* under the mat, he *(find)* the key.
   If Bob looked under the mat, he would find the key.
2. This soup would taste better if it *(have)* more salt in it.
3. Do you think he *(lend)* me his guitar if I asked him nicely?
4. He *(play)* more often if he had someone to accompany him.
5. Grandfather would hear you better if you *(speak)* louder.
6. If he were not so impatient he *(be)* better understood.
7. I would go for a walk if it *(stop)* raining.

2.27. *The use of WERE TO in the conditional clause emphasizes the hypothetical nature of the condition.*
A. Change these sentences into the WERE TO form.

1. If I ever heard his voice again, it would bring back many happy memories.
   If I were to hear his voice again, it would bring back many happy memories.
2. If I became a great artist, you would probably be as surprised as I.
3. If we managed to climb to the top of the mountain, should we get a good view?

4. I'd go for a walk if it stopped raining.
5. If the lecturer spoke louder, all the audience could hear.
6. If Michael wrote more carefully, he wouldn't make so many mistakes.

B. *In more formal English, WERE may be placed first and IF omitted.*

Do the exercise again, on this pattern:

1. If I ever heard his voice again, it would bring back many happy memories.
Were I to hear his voice again, it would bring back many happy memories.

2.28.* Replace the infinitives in brackets by the simple or continuous form of the PRESENT SUBJUNCTIVE after AS IF/AS THOUGH.

1. They spoke about the book as though they themselves *(be)* the authors.
2. Suddenly it got dark as if dusk *(set)* in.
3. The young man felt as if the ground *(slip)* beneath his feet.
4. She looked at me as if she *(find)* it hard to believe.
5. The newcomer behaved as though what was going on around him *(be)* of little, if any, interest.
6. He felt awkward as if everyone *(look)* at him.

2.29. *The PAST SUBJUNCTIVE is used to indicate PAST UNREALITY (actions contrary to past fact).*

A. Imagine that you end up in the following unpleasant or difficult situations. Wish that you hadn't done something using WISH + PAST SUBJUNCTIVE.

1. Your stomach hurts after a large meal.
I wish I hadn't eaten so much.
2. You have just made a comment to a close friend. He is offended.
3. You have just failed an exam because you didn't study all the lessons.
4. You have just changed schools. You regret it.
5. You went to bed very late last night. Now you look dreadful.

B. Do the exercise again, using IF ONLY.

1. Your stomach hurts after a large meal.
If only I hadn't eaten so much.

2.30. Combine the following pairs of sentences into complex sentences, using the PAST SUBJUNCTIVE in the adverbial clauses of unreal condition for actions contrary to past fact.

1. I forgot to wind up my watch. It stopped.
My watch wouldn't have stopped if I had wound it up.
2. The river was not frozen. We couldn't go skating.
3. I recognized you at once, for your brother described you to me.
4. I was very busy on Saturday. That's why I couldn't go shopping with you.
5. Eliza managed to escape and thus saved her child from slavery.
6. I would have invited him as well, but I could not get in touch with him.
7. Shelley died very young. Therefore his works are not very numerous.
8. It's a pity the weather was so bad. Otherwise we would have spent the whole day out in the country.

2.31. Situation: Margaret wanted to spend her holiday at the seaside but she couldn't because she fell ill. Now she is thinking about **what would have happened if she had gone to the seaside.**

1. lie on the beach all day
I'd have lain on the beach all day if I had gone to the seaside.
2. get a good suntan
3. swim in the sea
4. play tennis every day
5. make lots of new friends
6. eat lots of fish
7. visit the Aquarium
8. have a wonderful holiday

2.32. *It is possible for each of the two clauses in a conditional sentence to have a different time reference, and in this case we get a 'mixed' type of sentence.*)*

Write sentences like the example below, based on the given facts.

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*) See sentence 1: the conditional clause represents a situation contrary to a PAST fact *(We didn't bring a map)*, and the main clause represents a situation contrary to a PRESENT fact *(We don't know which road to take)*.

1. We didn't bring a map with us, so we don't know which road to take.
   If we had brought a map with us, we would know which road to take.
2. Since you didn't take my advice, you're in a difficult position now.
3. We missed the train, so we're waiting on this cold platform.
4. He failed his examination last year, so he is taking it again in June.
5. There was a very sharp frost last night, so we're able to go skating today.
6. She didn't give me her number, so I can't telephone her.

(B.D. Graver)

2.33.* Put the verbs in brackets into the right form. Use the PAST SUBJUNCTIVE after EVEN IF to express actions contrary to past fact.

1. Even if the work *(be)* twice as difficult I *(not refuse)* to do it.
   Even if the work had been twice as difficult I wouldn't have refused to do it.
2. "Even if I *(write)* to Dave, he *(not get)* the letter", said Stephanie.
3. You hardly *(believe)* it even though you *(see)* it with your own eyes.
4. Even though you *(come)* earlier, you *(not find)* me in.
5. Even if you *(know)* him well, you *(not recognize)* him, he has changed so much.
6. Even though the way *(be)* twice as short we *(miss)* the train all the same, for I got the schedule mixed up.
7. She *(not come)* to your party even if you *(invite)* her; she was ill.
8. We *(come)* back by all means even if it *(be)* as late as midnight.

2.34. Rephrase the words in italics so as to use AS IF/AS THOUGH + PRESENT or PAST SUBJUNCTIVE.

1. Nothing had been moved, but it seemed *that somebody had been in the room.*
2. He smiled at me *so* knowingly *that one might think he could see through my thoughts.*
3. He looked *so that one ought to suppose he had just come home from a very long travel.*
4. 'What's wrong with his arm?' the headmaster asked *as if not knowing the reason.*
5. When the war finally broke out in Europe, he felt *as if having already heard the news several months before.*
6. He recognized the handwriting. He picked up the letter *as though afraid to open it.*
7. 'I hate secrets and I don't like to be treated *like a child*', Alice said angrily.

2.35.* Replace the verbs in brackets by the correct form: present or past subjunctive.

1. Mary wishes John *(come)* back earlier from his office. He's always late for dinner.
2. We all wished we *(not stay)* to see the end of the film.
3. It's high time you children *(do)* your homework.
4. If only we *(do)* as we were told! This would never have happened.
5. Alan ran as if he *(have)* wings on his feet.
6. Supposing he never *(come)?* What would happen then?
7. I would have helped you if I *(hear)* about your trouble.
8. I'd rather you *(not mention)* it to them just yet.

USES OF THE ANALYTIC SUBJUNCTIVE

2.36. Look at the uses of the analytic subjunctive with SHOULD:

USE	EXAMPLE
a. after: **it is/was necessary, advisable, essential, better, vital, important, right, fair, natural,** etc.	**It is essential** that they **should** be prepared for this.
b. after: **it is/was strange, odd, surprising, amazing, annoying, ridiculous, absurd,** etc.	**It is only fair** that you **should know** the truth.
c. after: **suggest, propose, insist, recommend, command, demand,** etc.	**It is amazing** that the Leaning Tower of Pisa **should have stood** for so long.
d. after: **intention, idea, wish, desire, suggestion, proposal, demand, request, arrangement, agreement,** etc.	**He proposed** that we **should postpone** our departure.
	My desire {is / was} that he **should leave off** his work and go on a holiday.

USE	EXAMPLE
e. after: **lest** and sometimes after **in case**, in expressions of fear.	The road was icy and the old woman was terrified **lest** she **should slip** and fall.
f. in **conditional sentences** instead of the present tense (when the action in the *if-* clause is unlikely to occur)	If the phone **should ring**, please say that I'll be back at noon.
g. **in (negative) purpose clauses** as an alternative to **would/could**	**Should** the pain **return**, take one of these pills.
	He wore a mask { so that nobody / lest anyone } **should recognize** him.

2.37. Explain the uses of the analytic subjunctive with SHOULD in the following sentences selected from literary texts.

1. I desire — I insist — I order that Mrs Hoggarty's trunks **should be placed** this instant in my carriage.
2. It is imperative that the Government **should take** some immediate step in the direction of Irish self-government.
3. The carrier proposed that my pocket-handkerchief **should be spread** upon the horse's back to dry.
4. He took care that the task **should be** promptly undertaken.
5. When ladies leave the Gallery for tea there is no need for them to fear lest they **should lose** their seats.

(H. Poutsma)

2.38. *There are some adjectives which, when used in the pattern: IT IS ADJECTIVE THAT... often use SHOULD with the verb in the subject clause.*) The main use of this pattern is to comment on an idea rather than on a fact.*

Rephrase the following sentences beginning with IT IS ADJECTIVE THAT...

1. It is **essential** for children to be taught discipline.
   It is essential that children should be taught discipline.

*) This pattern occurs after adjectives expressing:
— surprise and shock *(strange, odd, surprising, amazing, crazy, annoying, ridiculous, absurd,* etc.).
— disapproval and disappointment *(disappointing, typical, sad,* etc.).
— advisability and importance *(advisable, important, necessary, better, essential, vital,* etc.).
— justice *((only) fair, (only) natural, (only) just, reasonable)*
— etc.

2. It is much **better** for parents to know about the problems their children have at school.
3. It is only **right** for parents to get involved in the education of their children.
4. Some parents consider school a waste of time. This is **sad.**
5. It is **only natural** for parents to spoil their children.
6. No two children learn in the same way. This is **strange.**
7. It is **important** for children to learn to share things.
8. It is **essential** for children to be taught practical skills.

2.39.* Replace the verbs in brackets by SHOULD + present or perfect infinitive, according to the meaning.

1. It is advisable that everyone *(carry)* a torch.
   It is advisable that everyone should carry a torch.
2. I am very shocked indeed that you *(lie)* to me. Why did you?
   I am very shocked indeed that you should have lied to me. Why did you?
3. He is anxious that everyone *(understand)* why he acted as he did.
4. It is amazing that she *(say)* nothing about the accident when they met.
5. It was surprising that they *(meet)* at all.
6. He was determined that the school library *(have)* the best books available.
7. It's very disappointing that Robin *(go off)* like this when I needed his help.
8. It was odd that the teacher *(ask)* him that question before the examination began.
9. Peter was very sorry that his grandfather *(be)* disturbed while be was sleeping.

2.40. Do exercise 2.11. again, using the analytic subjunctive with SHOULD, the construction common in British English, especially in subordinate clauses.

1. Dora wasn't doing well in chemistry. Her friends recommended that....
   Her friends recommended that she should work harder.

2.41. A. Rephrase the following sentences, using the subjunctive with SHOULD.

1. Andy suggested (my) selling the bicycle.
   Andy suggested that I should sell my bicycle.
   or: **Andy suggested that the bicycle should be sold.**
2. The travel agent proposed (our) postponing the trip.
3. The mechanic recommended (my) buying new tyres.

4. The form-teacher agreed to divide the prize betwee Diana and Tom. *(share)*
5. The chairman urged the committe to buy the site.
6. He stipulated for the best materials to be used.
7. The officer ordered the soldiers to shut the gates.

2.41.B. Traffic has become a major problem in most big cities. Make suggestions for solving the problem. Use I SUGGEST THAT X SHOULD... .

1. people/stop driving/work
   I suggest that people should stop driving to work.
2. tax on petrol/be increased
3. people/be encouraged/use public transport
4. city councils/ban cars/city centres
5. streets/be made into pedestrian precincts

2.42.* Replace the verbs in brackets by the subjunctive with SHOULD: SHOULD + active/passive infinitive.

1. The publisher sent me a letter with the request that *(write)* a review of the play.
   The publisher sent me a letter with the request that should write a review of the play.
2. His idea was that the theatre *(use)* as a means of educa tion for the public.
   His idea was that the theatre should be used as a mean of education for the public.
3. They at last came to the decision what *(do)* about th manuscript.
4. My only wish was that he *(be)* altogether honest.
5. His intention was that his two sons *(continue)* his trade
6. His only request was that he *(allow)* to visit his son
7. My desire was that she *(leave off)* her work and *(go)* o a holiday.
8. They came to the agreement that talks *(hold)* twice a year.
9. She accepted Dick's suggestion that she *(dismiss)* he taxi and *(ride)* back with him.

2.43. Rephrase these sentences as shown.

1. *Basil made the proposal* that they should buy a car with the money.
   Basil proposed that they should buy a car with the money.
2. *The editor's requirement was* that a short story should not exceed one hundred lines.
3. *Dora was filled with a great desire* that her husband should see her new dress.

4. He handed me over to his secretary *with the instruction* that I should be given a room for the night.
5. *They came to the agreement* that they should organize cultural exchanges.
6. *The suggestion is* that I should make her stay with us a little longer.
7. *They at last came to the decision* what should be done about the old house.

2.44. *SHOULD is sometimes used after LEST or IN CASE in expressions of fear.*)*
Rephrase the sentences below using IN CASE or LEST.

1. She never took the little boy near the river for fear he might fall in.
   She never took the little boy near the river { in case / lest } he should fall in.
2. I locked the papers up so that the children couldn't find them.
3. Tom writes telephone numbers down for fear he might forget them.
4. Peter didn't go near the house, as he was afraid that the dog would bite him.
5. I put the ring in my pocket, as I was afraid I might lose it.
6. The boys hid behind a bush for fear the man would see them.
7. The waiter took the chairs in so that they should not get wet.
8. Jenny is taking an umbrella for fear it might rain.

2.45. Rephrase the following sentences using (IF+) SHOULD to indicate that the action in the conditional clause is unlikely to occur.

1. It may rain ... don't wait for me.
   If it should rain, don't wait for me.
2. He may ask about me ... tell him I've gone out.
3. Alec may win the race ... his trainer will be very proud.
4. Grandmother may wake up .. give her another pill.
5. You may hear from Margaret ... please let me know.
6. You may see Philip ... tell him to phone me.
7. I may be late ... don't wait for me.
8. You may have time to come ... we shall be very pleased.

*) IN CASE is more common than LEST, which is rarely used in modern spoken English.

2.46. *An inversion of subject and verb may be used instead of IF in the conditional clause of some types of sentences.**
Make sentences like the examples.

1. If you should need any help, don't hesitate to call me.
Should you need any help, don't hesitate to call me.
2. If you were to see a flying saucer, you'd find it difficult to believe.
Were you to see a flying saucer, you'd find it difficult to believe.
3. If I had known you were ill, I would have visited you.
Had I known you were ill, I would have visited you.
4. If anyone should ring, ask them to leave a message.
5. If it were not for the expense involved, I would go there by air.
6. If you had told me you were a vegetarian, I'd have cooked something else.
7. If it hadn't been for your laziness, you could have finished the work by now.
8. If you were to see a snake in your bath, you'd find it hard to believe.
9. If there should be any problems, contact me at the following address.

2.47. *After SO THAT or IN ORDER THAT, SHOULD is sometimes used to emphasize the idea of PURPOSE.*
Change the following sentences, using SHOULD.

1. I spoke slowly because I didn't want any mistakes. *(so that)*
I spoke slowly so that there should be no mistakes.
2. I warned her because I didn't want her to be hurt. *(so that)*
3. The exhibition will continue for another week to give anybody who wishes a chance to see it. *(in order that)*
4. I'm telling you this because I don't want any mistakes. *(so that)*
5. Everything was organized so as to avoid any delay. *(so that)*
6. Our ancestors sacrificed their lives because they wanted us to live in freedom. *(in order that)*

*) The first and third types of inversion occur in both the written language and (though less commonly) the spoken. The second type, however, is generally confined to the written language. All occur most commonly when IT is the subject and BE is the verb in the conditional clause. *(B.D. Graver)*

7. The firemen surrounded the building to prevent the fire from spreading. *(in order that)*

2.48. *SHALL + INFINITIVE roughly occurs in the same contexts as SHOULD + INFINITIVE when the time-sphere is the present.*)*
In the following sentences explain the use of the analytic form of the subjunctive with SHALL. Translate the sentences into Romanian.

1. The committee have decided that no one **shall be admitted** without a ticket.
2. The petition asks that Parliament **shall make** it illegal to vivisect dogs.
3. He has to judge whether it is advisable that repairs in any farm buildings **shall be undertaken** this year or **shall be postponed** until the next.
4. I will take care that you **shall learn** all you want to know.
5. The proposal is that London **shall become** one borough, like Birmingham and Manchester.
6. Take the dish off the table, darling, so that he **shall not see** we have had strawberries, for they are his favourite fruit.

(H. Poutsma.)

2.49. The analytic subjunctive with MAY/MIGHT is used as follows:

USE	EXAMPLE
1. in wishes:	**May** you **have** a long and happy life!
2. after: **order, request, desire,** etc.: *(weaker than SHOULD)*	He desired that the boy **might be left** behind under his care.
3. after expressions of **fear:**	I'm afraid they **may misunderstand** my intention. He felt apprehensive of what **might happen.**
4. in adverbial clauses of **purpose:**	She gave me the key so that I **might open** the door.
5. in adverbial clauses of **concession:**	He still hears the surge of the sea, however far inland he **may be.** Cost what it **may,** we'll go there.

*) SHALL is mainly used in literary and formal language. In ordinary English SHOULD (or the indicative) is the more frequent form.

2.50. Explain the use of the analytic subjunctive with MAY/MIGHT in the following sentences:

1. He was apprehensive that I **might spoil** the sale of the book.
2. It is particularly requested that Miss Sharp's stay in Russell Square **may not exceed** ten days.
3. **May** you **be** happy in the life you have chosen!
4. "He's a scoundrel!" exclaimed Tom, "whoever he **may be.**"
5. Throw up your chin a little, so that I **may catch** the profile of your face better.
6. Come what come **may,** time and hour run through the roughest day.

(H. Poutsma)

2.51.* Replace the verbs in brackets by the subjunctive with MAY or MIGHT according to the time-sphere: present or past.

1. Stella is afraid her relatives *(not meet)* her at the station.
   Stella is afraid her relatives may not meet her at the station.
2. Henry felt apprehensive of what *(happen)*.
   Henry felt apprehensive of what might happen.
3. I said, "You know, doctor, I'm afraid I *(tend)* to be a little inquisitive sometimes."
4. Philip was afraid he *(be taken)* for a burglar.
5. Barbara was overcome with fear that I *(let)* her down.
6. "It's time you went to bed, dear." "I'm afraid my husband *(call)* me up from New York yet."
7. I'm afraid he *(have)* bad news for you.
8. Ann was afraid Richard *(leave)* without seeing her.

2.52.* Replace the verbs in brackets by the right analytic subjunctive form after expressions of fear. *(Use the subjunctive with SHOULD after LEST).*

1. I'm afraid / I was afraid } the news *(upset)* her awfully.
   I'm afraid / I was afraid } the news { may upset / might upset } her awfully.
2. He seemed nervous lest he *(set)* his son a bad example.
   He seemed nervous lest he should set his son a bad example.
3. I was afraid that Father *(get)* upset when I broke the news to him.
4. I passed the door quickly, fearful lest the nurse who sat up all night *(hear)* me.

5. Eliza was afraid David *(leave)* without seeing her.
6. Paula, fearful that the opening door *(strike)* the little girl, pulled her aside.
7. Cecily was overcome with fear lest I *(let)* her down.
8. She was overcome with fear that I *(let)* her down.
9. When the plane touched down he began to have apprehension lest he *(miss)* her in the crowd.
10. He felt apprehensive of what she *(say)*.

2.53. *MAY/MIGHT can be used in purpose clauses introduced by SO THAT/IN ORDER THAT as a formal alternative to CAN/COULD or WILL/WOULD.*
Rephrase these sentences using SO THAT or IN ORDER THAT.

1. Paul { is / was } saving money in order to buy a cassette-recorder.
   Paul { is / was } saving money so that he { may / might } buy a cassette-recorder.
2. The driver stopped in order to let the children cross the street.
3. I am working overtime in order to take a day off next week.
4. We are hurrying so as to get to the opera house before six.
5. I lent Cecily some money to enable her to buy some books.
6. Dan gave up his seat so as to allow Mrs Barton to sit down.
7. Fred always waits for Monica so as to be able to go to school together.
8. Christine has bought some fish to make sure that the cat has something to eat.
9. The explorers took a tent in order to be able to camp in the hills.

2.54. Replace the old form of the present subjunctive in each sentence below by an adverbial clause of concession beginning with HOWEVER/WHATEVER + MAY.

1. *Try as he will,* he'll never win the tournament.
   However hard he may try, he'll never win the tournament.
2. *Say what they will,* I won't change my plans.
3. *Come what may,* I shall stay by your side.
4. *Be that as it may,* I'll not change my mind.

5. *Come what may,* we won't give in.
6. *Try as he will,* he'll never break the world record.
7. *Be that as it may,* Philip is still our best friend.

2.55. Put in the writer's words, using WISH + WOULD + INFINITIVE for a not very hopeful wish about the future.

1. *Interviewer:* Is it true that you want people to follow your example?
   Writer: **Yes, I wish they { would / 'd } follow my example.**
2. In other words, you want them to work harder.
3. In fact, to think only of work, is that right?
4. And so, naturally, you want them to read your book.
5. And really try to understand it, eh?
6. If I understand you correctly, you want people to forget about things like war.
7. You want them to struggle for peace, don't you?

(R. O'Neill)

2.56. Respond to these situations, using WISH + the appropriate form of the subjunctive for present, future or past reference.

1. Laura's an only child and very lonely.
   She wishes she had a brother.
2. Mr Brown's wife is upset that her husband smokes too much.
   Mrs Brown wishes her husband would stop smoking.
3. Christine didn't enjoy the film at all yesterday.
   I wish she had enjoyed the film.
4. The 'Dynamo' team lost the match last Sunday.
5. Ann speaks so quickly that I can't understand her.
6. Paul wants to be a policeman but he isn't tall enough.
7. Mary doesn't like living in the city.
8. Betty's husband is snoring and she can't get to sleep.
9. Steve was very careless and left his umbrella on the train.
10. The student failed the exam.
11. Mr Plumb can't concentrate because the children are making too much noise.
12. The questions are too difficult.

2.57.* Put the verbs in brackets into the right form. Use IF ONLY in a similar way to WISH, to express *regret for an action which does/did not occur or a not very hopeful wish about the future.*

1. Bob, you're up to something. If only I *(know)* what it is!
2. Oh, if only it *(rain)!*

3. If only he *(know)* earlier what Victor has just told him!
4. If only I *(be)* sure that she is honest!
5. If only you *(take)* your camera with you! We could have taken a lot of lovely pictures.
6. If only you *(go)* up and *(see)* Willy.
7. If only I *(have)* a cigarette! That's the most important thing to me just now.
8. If only I *(not take)* Sally into my confidence. She is unable to keep a secret.
9. If only they *(let)* me enjoy my dinner in peace!

2.58. *In some instances one can use either the analytic subjunctive with SHOULD or the analytic subjunctive with MAY/MIGHT.*
Look at the table below:

ANALYTIC SUBJUNCTIVE with SHOULD	ANALYTIC SUBJUNCTIVE with MAY/MIGHT
1. I did not choose that my wife **should be passed over** by them.	1. I shall give orders that my doors **may** no longer **be** open to you.
2. I feared lest I **should be deceived.**	2. A horrible doubt came into my mind lest the dog **might be** loose.
3. She put the picture in the album so that the customs-officials **should not charge** duty.	3. He sat with the door wide open at all times that he **might hear** the footsteps as they entered.
4. He rushed under his bed again for fear they **should change** their minds.	4. Let us hide the brandy, for fear he **may drink** it all up.
5. However severe the winter **should be,** there was always the spring-time following.	5. "He's a scoundrel!" exclaimed Tom, "whoever he **may be.**"

(H. Poutsma)

2.59. Whenever possible, replace the analytic subjunctive with SHOULD by the analytic subjunctive with MAY/MIGHT.

1. It was absurd that she should have got so angry over a burnt dinner.
   It was absurd that she should have got so angry over a burnt dinner.
2. I went to my room so that no one should disturb me for an hour or two.
   I went to my room so that no one might disturb me for an hour or two.

3. Some one suggested that a doctor should be sent for.
4. He locked the paper in his desk for fear somebody should see it.
5. It is not surprising that vocal music should have its idiosyncrasies.
6. Be careful about the key. If you should lose it we'll never open the safe.
7. He pretended to speak to someone, so that the servant should not think that he was alone in the room.

SUBJUNCTIVE, INDICATIVE OR INFINITIVE?

2.60. *The indicative is used instead of the subjunctive when REAL FACTS, not ACTIONS CONTRARY TO FACT are expressed.*

Look at the table below.

SUBJUNCTIVE (uncertainty; unreality: action contrary to present or past fact)	INDICATIVE (real facts: actions which occur, have occurred, or are going to occur)
1	2
1. It is only natural that a mother **should not wish** to be parted from her children.	1. It was unnatural the way he **kept** his feeling in check.
2. It was surprising that she **should have made friends** with our boys. *(the idea is stressed)*	2. It was surprising that she **had made friends** with our boys. *(the actual fact is expressed)*
3. He proposed that we **should talk** about something else.	3. You propose that Helen **leaves** London at once and **remains** with you some months.
4. It was decided that the Queen **should open** Parliament with full state ceremonial.	4. It was decided that the Queen **would open** Parliament with full state ceremonial.
5. He took care that the task **should be** properly **carried out.**	5. He would take very good care that he **didn't have** to go again on the some errand.
6. He is uneasy lest his dishonesty **should be discovered.**	6. He is uneasy lest his dishonesty **will be discovered.**
7. Threatened relics were secretly removed and hidden until better days **should come.** *(uncertainty)*	7. Threatened relics were secretly removed and hidden until better days **came.** *(certainty)*

1	2
8. If I **met** him again I would know what to do.	8. If I **meet** him again I'll know what to do.
9. Mrs Martin left the room so that little Emily **might sleep** quietly. *(literary, formal English)*	9. Mrs Martin left the room so that little Emily **could sleep** quietly. *(ordinary, colloquial English)*
10. Mrs Tinker was arranging apples on the counter so that the spots **should not show.** *(possbility)*	10. Mrs Tinker was arranging apples on the counter so that the spots **would not show.** *(fact)*
11. He still hears the surge of the sea, however far inland he **may be.** *(hypothetical)*	11. He still hears the surge of the sea however far inland he **is.** *(fact)*
12. She kept on glancing round the room as if she **were looking for** someone (but she wasn't). *(action contrary to fact)*	12. She kept on glancing round the room as if she **was looking for** someone. (She didn't know where her friend was). *(real action)*

2.61. Explain the use of the subjunctive or indicative in the following sentences.

1. For a moment he was afraid that Eugene **would sit down** beside him and go on talking.
2. We were afraid he **might fall ill.**
3. One always spoke of her like that, in the third person, as though she **were not** there.
4. My suggestion was that he **should come and spend** a few days with me so that he **could look about** till he found some house to suit him.
5. In order that the lecture **may be** profitable, it is a frequent practice for the programme to contain a list of books.
6. He's smiling as if he **doesn't believe** what I'm saying.
7. If it **hadn't been** for his grandfather, the boy would have been very unhappy at home.
8. If you **don't have** any luggage we can walk to the station.
9. It is strange what fear **does** to a man.
10. Suddenly it seemed terribly important to him that they **should not leave** him alone.
11. If you **were not** so busy we could go somewhere for dinner.

12. Ronny decided that I **should meet** his girl friend that night.
13. I desire that you **will do** your duty.
14. Though theoretically it **might be** otherwise, in fact a Judge can only be appointed in this way.
15. Well, I was not a bad musician, even though I **say** it myself.

2.62. *When the condition expressed in the conditional clause is REAL (it is likely to happen), the indicative and not the subjunctive mood is used.* **Look at the patterns for REAL CONDITIONAL CLAUSES:**

KIND OF CONDITION	EXAMPLE	
	CONDITIONAL CLAUSE	MAIN CLAUSE
1. Statements of universal truth/general validity:	*If you* **heat** *ice,*	*it* **melts.**
2. open/probable conditions (that may or may not be fulfilled):	*If we* **catch** *the 10 o'clock train,*	*we* **shall / can / may** **get** *there by lunch-time.*
	If you **wake up** *before me,*	**give** *me a call.*
	If you **have finished** *the book,*	**take** *it back to the library.*
	Set *your alarm clock,*	**and** *you* **won't oversleep.** / **or** *(else) you'll* **oversleep.**
3. the condition is less likely to be fulfilled:	*If* **by any chance** *we* **miss** / *If we* **should***) **miss** / **Should***) *we* **miss** *the 10 o'clock train,*	*we* **shan't get** *there till after lunch.*
4. willingness on the part of the subject is expressed:	*If you* **will**** / **would**** **reserve** *seats,*	*we'll* **be** *sure of a comfortable journey.*

*) **Should** + infinitive is an analytic subjunctive. See exercise 2.45.

) **Will/would introduces the idea of being *willing to do what is suggested.*

2.63. Say what kind of real condition is expressed in each of the conditional clauses below. Translate the sentences into Romanian.

1. If the weather **is** fine tomorrow, we may go for a walk.
2. If you **will send** them an invitation, I'll be most grateful.
3. If the wind **blows** from the north, this room is very cold.
4. If you **throw** a stone into water, it sinks.
5. **Tell** me the answer, and I'll give you a prize.
6. If by any chance I **am** a little late coming home, don't wait up for me.
7. **Say** you are sorry; or else he'll never forgive you.
8. If you **knock** at the door, they will let you in.
9. If you **have washed** your dress, hang it on the line.
10. Should the baby **wake up,** give him some warm milk.

2.64. Make sentences with the prompts below. Use the general type of conditional clauses (PRESENT + PRESENT)

1. want to see a film/go to the cinema
   If you want to see a film, you go to the cinema.
2. want to book an air ticket/go to the travel agency
3. travel by plane/arrive sooner
4. want to catch a plane/go to the airport
5. fly first class/be more comfortable
6. eat too much on the plane/feel sick
7. not get enough sleep/feel tired

2.65. Change these sentences as shown:

1. You must drive faster, . . . and then I'll catch my plane.
   If you drive faster, I'll catch my plane.
2. You must hurry ... and then I'll be there on time.
3. I must be there before eight ... and then everything will be all right.
4. I must catch that plane ... and then I'll save a lot of money.
5. You must listen to me ... and then you'll understand.
6. You must get me there before eight ... and I'll give you a big tip.

2.66. Give long answers to the questions below. Use the indicative mood in the real conditional sentences and the subjunctive mood in the unreal, imaginary ones.

1. What will you start doing if I tell you a funny joke?
   I'll start laughing if you tell me a funny joke.
2. If I spoke quickly, what would you have difficulty in?
   If you spoke quickly, I'd have difficulty in understanding you.

3. What will happen if you go out in the rain without an umbrella?
4. Where would you go for a holiday if you had the choice?
5. If you were invited to a party, what would you be delighted to do?
6. If you want to lose weight, what will you have to do?
7. What would you do if you saw an accident?
8. If a person commits several motoring offences, what will he be banned from?
9. If you miss the beginning of a lesson, what will you apologize for?
10. If you were frightened of dentists, what would you put off doing?

2.67. Rephrase these sentences using EVEN IF + present indicative or present/past subjunctive according to the meaning (real/unreal; present/past).

1. It won't make any difference if you drive fast because you'll still be late.
Even if you drive fast, you'll still be late.
2. It wouldn't make any difference if she worked hard because she'd still fail.
Even if she worked hard, she'd still fail.
3. It wouldn't have made any difference if they had played well because they still would have lost.
Even if they had played well, they still would have lost.
4. It wouldn't make any difference if she ate a lot because she wouldn't put on any weight.
5. It won't make any difference if he trains hard because he has no chance of winning.
6. It wouldn't have made any difference if I had invited them because I doubt whether they would have come.
7. It won't make any difference if the weather's bad because we'll still go.
8. It wouldn't make any difference if I showed him the evidence because he still wouldn't believe me.
9. It wouldn't have made any difference if she had apologized because he still wouldn't have forgiven her.

2.68. Comment on the following situations. Use AS IF/AS THOUGH + the appropriate form of the indicative/subjunctive for real/unreal facts.

1. Nobody expected Diana to pass the exam. She has just received the result and she's in tears.
She / It { looks } { as if / as though } { she has failed.

2. Sally is very intelligent and everyone knew she would pass. She's just received the results but she doesn't look particularly happy.
She looks { as if / as though } she had failed.
3. Eugene keeps sniffing and his nose is red.
4. Stela was crying in her sleep.
5. Oscar was out of breath when he arrived.
6. There's a man standing on a window-ledge and a crowd of people are watching.
7. Describe how you will feel if you win the lottery.
8. The students are beginning to yawn and fidget.
9. Describe a feeling of claustrophobia.
10. You see a woman with her arm in a sling.

2.69. *The INFINITIVE may also alternate with the SUBJUNCTIVE.* **Look at the table below:**

SUBJUNCTIVE	INFINITIVE
1. It's really about time we **had** lunch. *(It's three o'clock in the afternoon.)*	1. It's time **to have** lunch. *(It's one o'clock in the afternoon)*
2. In this case it is important that he **should not make** a mistake. *(literary language)**	2. In this case it is important for him **not to make** a mistake. *(informal language)*
3. I wish you **would start** writing poems again. *(But I don't think you will.)*	3. I wish (= *I want*) **to start** writing poems again.
4. I'd rather you **went** now. *(different subjects)*	4. „Taxi?" "I'd rather **walk.**" *(the same subject)*
5. I requested of him that he **should leave.**	5. I requested them **to stop** making such a noise.
6. The nurse stepped around so that the doctor **might** see the man's wound. (5, 6 — *literary language*)*)	6. The nurse stepped around for the doctor **to see** the man's wound. (5, 6 — *informal language*)

2.70. Explain the use of the subjunctive or infinitive in the sentences below.

1. The doctor advised his patient that he **should go** to bed early.
2. I wish you **would n't smoke** so much.

*) The constructions with the auxiliaries, although mostly literary, offer the advantage of enabling us to indicate shades of meaning which the infinitive is incapable of expressing. *(H. Poutsma)*

3. I advised her where **to stay.**
4. Do you wish **to eat** alone?
5. "Will you do it?" "Oh, I'd rather you **did** it."
6. It's time you **woke** him **up.**
7. They wrote Dora a letter **to remind** her of her promise.
8. I'd rather **play** tennis than swim.
9. The guide marked the path carefully so that the party **should not get lost** on their way back.
10. When it's time **to go** to bed we say it's bedtime.
11. Eliza knew it was imperative that she **should pass** the school-leaving examination.
12. It's advisable **to see** a doctor before going on holiday.

2.71. Comment on the following situations. *Use IT'S TIME + FOR + INFINITIVE if the time has arrived to do a certain action or IT'S TIME + PRESENT SUBJUNCTIVE if it is already (a little) late.*

1. Alice hasn't written to her parents for a week.
   It's time for her to write to her parents.
2. Tom hasn't written to his parents for ages.
   It's time he wrote to his parents.
3. Victor is always asking me the time because he doesn't have a watch.
4. The train is due at four o'clock. It's one minute to four now.
5. I've been hesitating far too long.
6. He's had a terrible stomach-ache for a week. It seems to be getting worse.
7. The children have been in the classroom for fifty minutes.
8. Grandfather takes his medicine before meals. He's going to have lunch soon.
9. It's midnight. The children are still reading.
10. Mr Martin is 62 and he still goes to work every day.

2.72. Replace the subjunctive constructions below by (FOR+) infinitive constructions.

1. It's not necessary that you should say everything that comes to your mind.
   It's not necessary to say everything that comes to your mind.
2. He spoke loudly and clearly so that everybody might hear.
   He spoke loudly and clearly for everybody to hear.
3. It is advisable that you should continue the treatment.

4. She lowered her voice so that her mother should not hear us.
5. It is not natural that a young man should spend all his evenings at home.
6. He kept the gate closed so that the cows should not get into the garden.
7. He liked to know what new books were being published so that he might ask for them at the public library.
8. It was desirable that he should go to a law school according to the family tradition.
9. It is necessary that we should decide today whether to invite him or not.

2.73. Put the following sentences into the past. Note that the synthetic forms of the subjunctive do not change when the time-sphere is the past.

1. I wish I had a lab of my own.
   I wished I had a lab of my own.
2. Our life is going on as if nothing had happened.
   Our life went on as if nothing had happened.
3. I wish I knew what Bill is up to.
4. Richard is panting as though he had been running.
5. He is throwing his things into a suitcase as if the place were on fire.
6. Stella almost wishes she hadn't asked the Martins to dinner.
7. She couldn't have joined us even if you had invited her; she is ill.
8. I have written few pages that I feel I cannot improve, but I can do no better, as it were.
9. They are speaking about the book as though they themselves were the authors of it or had written many others.

2.74. Put the following conditional sentences into indirect speech after a reporting verb in the past. Note that:

DIRECT SPEECH	INDIRECT SPEECH
Conditional sentences Type 1 *(Present + Future)*	Form similar to conditional sentences Type 2 *(Past Tense + Future in the past)*
Conditional Sentences Type 2	Conditional sentences Type 2
Conditional sentences Type 3	Conditional sentences Type 3

1. *Mrs Plumb to Mr Plumb:* If we had stayed a moment longer I don't know what I might have said.
2. *Peter to Alice:* If you have no luggage, we can walk to the station.
3. *Helen to Aunt Martha:* We would have missed you if you had left before our wedding.
4. *Ann to Tom:* I'll be at home all evening in case you change your mind.
5. *Henry to Dora:* If you were not so busy we could go somewhere for dinner.
6. *Basil to Harry:* It would be fun if you wrote a book about this.

2.75. Put the following sentences into the past. *Remember that MAY and SHALL change to MIGHT and SHOULD if the time-sphere of the predication is the past. MIGHT, SHOULD and WOULD do not change, however. (They can be used independently of the time-sphere.)*

1. The committee have decided that no one shall be admitted without a ticket.
   The committee (had) decided that no one should be admitted without a ticket.
2. Mary wishes John would come back a bit earlier from his office. He's always late for dinner.
   Mary wished John would come back a bit earlier from his office. He was always late for dinner.
3. Mrs Tinker is arranging apples on the counter so that the spots should not show.
4. He feels apprehensive of what may happen.
5. Mrs Brown wishes her husband would stop snoring so that she can go to sleep.
6. Mrs Martin is leaving the room so that little Emily may sleep quietly.
7. Tom is writing Ann's telephone number down in case he should forget it.
8. Henry is ready to face Robert whenever he shall return.
9. Eliza is afraid David might leave without seeing her.
10. "He's a scoundrel!" exclaims Tom, "whoever he may be."

2.76. Put the verbs in brackets into the right form.

1. It's not likely that they *(change)* addresses.
2. It's wonderful that they *(give)* you a present.
3. It was all wrong that someone so young *(be)* so ill.
4. It's not fair that the girl *(send)* to bed so early on a day like this.
5. It is doubtful that anything *(change)* before we come back.
6. It was inevitable that the conversation with George *(turn)* upon rockets.
7. It is obviously necessary that an investigation *(make)*.
8. It was amazing that this coarse man *(be)* so worried about a dog.
9. It was very odd that we *(meet)* in my aunt's house.
10. She listened in silence to Mel's explanation why it was essential that he *(remain)* at the airport.
11. It seemed necessary that his friends *(keep away)* from interfering with his work.
12. It is strange that he *(say)* such a thing; it's not like him.

2.77. Rephrase the following so as to use the subjunctive in subordinate clauses.

1. It is high time for them to reconsider the matter.
   It is (high) time they reconsidered the matter.
2. It is necessary for you to hand in your application tomorrow.
   It is necessary that you should hand in your application tomorrow.
3. It's a pity you didn't wait to get an answer.
   I wish you had waited for an answer.
4. The doctor recommended the patient to have the sick room aired every other hour.
5. It is high time for them to give up this wild idea.
6. It is rather strange for the speaker to have cited such old facts and figures.
7. The defence insisted on hearing some more witnesses.
8. "It's a pity, doctor," said Emma, "that you did not send for one of us last night."
9. The requirement was for every applicant to go through medical inspection first thing.

10. His wish was to see his son an engineer, but he wanted to study law.
11. It is very unusual for him to have made such a mistake.
12. It's a pity you can't keep us company.
13. The order was for the messages to be delivered to the headquarters every six hours.
14. He thought it time to close the debate.

2.78.* Supply the necessary forms for the verbs in brackets in the following clauses.

1. His father decided that he *(study)* law.
His father decided that he should study law.
2. They all agreed that something *(do)* about the boy.
They all agreed that something should be done about the boy.
3. At the office he gave instructions that inquiries *(make)* about a young person called Laura.
4. He had never suggested that I *(visit)* them.
5. As soon as we sat down he demanded that the candles *(remove)*.
6. Christine insisted that we *(put off)* the party.
7. I gave orders that he *(not allow)* on the premises.
8. The doctor strongly recommended that the woman *(keep)* to the prescribed diet.
9. They arranged that Alice *(tell)* her parents that she was engaged to be married.
10. It was ordered that the project *(submit)* for disscusion in the preliminary session.

2.79. Explain the use of WOULD in the following sentences.

1. Father said he would meet us at the station.
2. If he would only try he could do it.
3. I would buy a new tape-recorder if I had the money.
4. If people would only live in peace!
5. We would like to go to the Black Sea Coast for our holidays.
6. I wish you would be punctual in future.
7. You said you would not be late.
8. I'd rather you would tell me the truth.

2.80.* Fill in the blanks with SHOULD or WOULD.

1. It is important that you ... be polite to your elders.
2. If it ... rain, the garden-party will be held indoors.
3. ... you do this for me?
4. It's odd the parcel ... have arrived already; it was posted yesterday.

5. I ... if I could.
6. He said he ... do it and he has done it.
7. ... you mind if I have another piece of cake?
8. It is advisable you ... be punctual.
9. ... we go home now?
10. I suggest that they ... spend a holiday in the Danube Delta.
11. If only it ... stop raining!
12. I wish you ... eat a good breakfast before you go to school.
13. You ... get better marks if you worked harder.

2.81. Look at the table below. Then rephrase the sentences so as to use the subjunctive after the verb WISH.

FACT	WISH + THAT CLAUSE
The road isn't open, They aren't repairing it yet,	but I wish it **were** (open). but I wish they **were (repairing** it).
The bridge has collapsed, We didn't stop for tea,	but I wish it **hadn't (collapsed).** but I wish we **had (stopped** for tea).
I'll help you.	Oh, I wish you **would (help** me).

1. It's a pity you are so busy these days.
2. It's a pity we shan't be able to reach our destination before sunset.
3. I'm sorry I made you angry by disturbing you at such an early hour.
4. What a pity you are leaving so soon!
5. Unfortunately, you will not receive an answer before the New Year.
6. I'm sorry to have bothered you about such trifles.
7. I regret I don't have your health and vitality.
8. I'm sorry I can't drop the whole matter.

2.82. CONDITIONAL CLAUSES can be divided into five groups according to the sequence of tenses they attract:

TYPE OF IF-CLAUSE	IF-CLAUSE	MAIN CLAUSE
	THE SAME TENSE IN BOTH CLAUSES:	
TYPE 0 (IF = WHEN)	If the wind **blows** from the north, If the wind **blew** from the north,	this room is very cold. we **moved** into the other room.

TYPE OF IF-CLAUSE	IF-CLAUSE	MAIN CLAUSE
TYPE 1	PRESENT TENSE/ PRESENT PERFECT/ SHOULD + INFINITIVE If you **park** your car there, If you **have finished** the book, If you **should be** interested,	FUTURE/ IMPERATIVE the police **will tow** it away. **take** it back to the library. please **let** me know.
TYPE 2	PRESENT SUBJUNCTIVE If I **were** you, If you **parked** your car there (now),	PRESENT CONDITIONAL I **wouldn't park** the car there. they **would tow** it away.
TYPE 3	PAST SUBJUNCTIVE If you **had parked** your car there (but you didn't),	PERFECT CONDITIONAL they **would have towed** it away.
MIXED GROUP	PRESENT TENSE If the weather **is** fine tomorrow,	PRESENT CONDITIONAL we **might go** for a walk.
	PAST TENSE (actual fact in the past) If you **parked** your car there yesterday,	ANY TENSE where **is** it now? you **were** very foolish. the police **would have removed** it.
	PAST SUBJUNCTIVE If you **had parked** your car there (but you didn't),	PRESENT CONDITIONAL you **wouldn't find** it there now.
	WILL/WOULD (= willingness) If you { **will send** / **would send** } them an invitation,	WILL/WOULD I { **will be** / **would be** } most grateful.

2.83. Situation: The Bartons are discussing their holiday. They have made a list of advantages and disadvantages. **Put the words in brackets into the correct form.**

— If we went to the Danube Delta, Victor *(can)* go fishing.
— If Sandra goes to the seaside, she *(be able to)* go water-skiing.
— If we *(stay)* in a hotel, we don't have to do any cooking.
— If we *(go)* camping it would be much cheaper.
— If we travel by car, we *(can)* stop wherever we feel like it.
— If we went to the mountains, we *(be able to)* go for long walks every day.
— We should find out more about Piatra Mare. If we *(buy)* a guidebook we could already have read about it.
— The holiday in the *Piatra Mare* seems the most interesting. If the weather *(be)* fine, we'll go there.

2.84.* After looking at the table on page 188 replace the verbs in brackets by the present indicative, present or past subjunctive in conditional clauses of real or unreal condition.

1. "You see, if I *(try)* to tell mother or any of the others they would say I'm mad. So I'm going away. If he *(take)* me with me, I would have found peace," said Mabel.
2. The doctor said, "If you *(follow)* my advice, everything will turn out all right."
3. "It was an Englishman called Shelley," Mako said. "He loved freedom and fought for it. If he *(be)* alive today, he would have fought for the freedom of the African people."
4. "You would not be walking alone on your first night here if you *(be)* not worried," said Fieta.
5. "The train will be passing the station in half an hour," Lanny said. "You'll catch it if you *(hurry)*."
6. Mabel was a stranger to Lanny. If he *(see)* her in Cape Town he would have looked once and gone on his way without knowing she was his sister.
7. "Mrs Snyder wouldn't be so proud if she *(know)* Mako was coming as well," Isaac thought.

(P. Abrahams)

2.85. Rephrase the following so as to use the subjunctive in unreal clauses of condition.

1. I would have never believed it, but I saw it with my own eyes.
2. I would never complain in your place.
3. He was not captain of the team because he was very unpopular.
4. We enjoy the spring so much because of the winter.
5. Darling, please show Henry the garden. Won't it be very nice?
6. "I wonder if Paula has written to Norman." "We'd have seen the letter."
7. A few years ago, in a storm like this, an airport would have been closed completely.
8. Don't ask me. I can't tell you.

2.86.* Put the verbs in brackets into the right subjunctive form after AS IS/AS THOUGH.

1. Barbara looked at the young man. He did not behave as if he *(do)* anything wrong.
2. Michael looked as if he *(be going to)* say something but *(change)* his mind.
3. They talked as if they *(know)* each other for ages and this *(be)* not the first time they met.
4. Steve went on arguing as if he *(not hear)* what I had said.
5. Richard sat in his chair looking as if he *(be going to)* be sick.
6. It seemed as though the water *(draw)* her irresistibly.
7. Clare spoke of this and that as though she *(make)* conversation with a stranger.
8. The sky looked as if it *(be)* grey for months.
9. Alfred's voice sounded hoarse, as though he *(shout)* into the wind for hours.
10. Her eyes were sparkling as if she *(laugh)* at us.

2.87. Rephrase the following so as to use the subjunctive, indicative or infinitive in various kinds of clauses.

1. The man started. Something seemed to have frightened him.
   The man started as if something had frightened him.
2. The story was amusing; yet it did not make us laugh.
   Even though the story was amusing, } it did not make us
   However amusing the story was, } laugh.
3. All arrangements are made. We leave early in spring.

4. I want to go very much, still I do not care to go out in the rain.
5. She said she would gladly join our company, but she was too busy.
6. Take your raincoat with you. It may rain.
7. The nurse drew the curtains down. She didn't want the bright light to hurt the eyes of the sick man.
8. Be careful. You may slip and hurt yourself.
9. How glad I am to have met you then, otherwise we might have lost sight of each other.
10. Your arguments are strong but they do not convince me.
11. Trench, either you travel as a gentleman, or you travel alone.
12. She sat huddled in the armchair. It seemed the last energy had left her.

2.88.* Put the verbs in brackets into the right form of the subjunctive or indicative mood.

1. I wish you *(have)* a serious talk with Virginia.
2. "If I *(answer)* back like that at your age I'd have been slapped," said Mrs Grey.
3. I'm afraid I *(not make)* my point clear.
4. He asked Basil to stop the car so that he and Jane *(get out)*.
5. I feared lest he *(get back)* too late.
6. He was throwing his things into a suitcase as if the place *(be)* on fire.
7. Helen was disappointed that Henry *(not come)* to the party.
8. Oh, if only you *(be)* as you used to be.
9. He waded out cautiously, so that he *(not trip)* against a coral rock.
10. It's about time we *(hear)* from him.
11. The Colonel proposed that they *(give)* a dinner party to the newcomers.
12. I remember that if I *(light)* a cigarette in here you always opened the window.
13. It's funny that you *(think)* so.
14. She'll only be miserable if you *(insist)*.
15. Edward was very careful with his things in order that they *(last)* longer.
16. My suspicion was that he *(not know)* how to do it.
17. When he entered the room they changed the subject of their coversation whatever it *(be)*.
18. It's not at all necessary that I *(explain)* anything to you.

19. The boy was pantingf as i he *(run)*.
20. It was explained to him that I *(be)* an ungrateful child who had rejected the kindness offered by my aunt and uncle.
21. He was anxious that you *(know)* the truth.
22. Vera was afraid Adrian *(not phone)* her.
23. What the guests wore I cannot describe even if I *(be)* present.

2.89. Read the following excerpt from *The Europeans* by *Henry James*. Underline the subjunctive constructions. Translate the passage into Romanian.

Robert Acton was extremely interested in the Baroness Münster.

She was very frank with him; or at least she intended to be. 'I am sure you will find it very strange that I should have settled down in this out-of-the-way part of the world!' she said to him three or four weeks after she had installed herself. 'I am certain you are wondering about my motives. They are very pure.' The Baroness by this time was an old inhabitant; the best society in Boston had called upon her, and Clifford Wentworth had taken her several times to drive in his buggy.

Robert Acton was seated near her, playing with a fan; there were always several fans lying about her drawing-room, and Acton was always playing with one. 'No, I don't find it at all strange,' he said slowly, smiling. 'That a clever woman should turn up in Boston, or its suburbs — that doesn't require so much explanation. Boston is a very nice place.'

'If you wish to make me contradict you,' said the Baroness, *'vous vous y prenez mal.* In certain moods there is nothing I am not capable of agreeing to. Boston is a paradise, and we are in the suburbs of Paradise.'

'Just now I am not at all in the suburbs; I am in the place itself,' rejoined Acton, who was lounging a little in his chair. He was, however, not always lounging; and when he was he was not quite so relaxed as he pretended. To a certain extent, he sought refuge from shyness in this appearance of relaxation; and, like many persons in the same circumstances, he somewhat exaggerated the appearance. Beyond this, the air of being much at his ease was a cover for vigilant observation. He was more than interested in this clever woman who, whatever he might say, was clever

not at all after the Boston fashion; she plunged him into a kind of excitement, held him in vague suspense. He was obliged to admit to himself that he had never yet seen a woman just like this — not even in China. [...]

One day (he was sitting there again and playing with a fan) she asked him to apologize, should the occasion present itself, to certain people in Boston for her not having returned their calls. 'There are half a dozen places,' she said; 'a formidable list. [...]'

'I should think it would amuse you to go and see a few people,' said Acton. 'You are having a very quiet time of it here. It's a dull life for you.'

'Ah, the quiet — the quiet!' the Baroness exclaimed. 'That's what I like. It's rest. That's what I came here for. Amusement? I have had amusement. And as for seeing people — I have already seen a great many in my life. If it didn't sound ungracious I should say that I wish very humbly your people here would leave me alone!'

TRANSLATION EXERCISES

2.90.* Translate the following into English, paying attention to the use of tenses in conditional sentences.

1. Cîinele meu latră totdeauna dacă aude vreun zgomot neobișnuit.
2. Vei merge la mare dacă vei trece toate examenele.
3. Dacă nu pleci imediat vei pierde în mod sigur trenul.
4. Dacă mîine aș avea zi liberă m-aș duce la munte.
5. Nu am să iau cuvîntul decît dacă Angela ridică problema.
6. Dacă nu l-aș fi înțeles l-aș fi rugat să vorbească mai rar.
7. Dacă vremea era bună plecau la plajă de dimineață. Dacă era înourat se sculau mai tîrziu.
8. Dacă observam accidentul notam numerele mașinilor.

2.91. Translate the following into English.

1. „Tanța, o să mă asculți în fiecare zi?"
   „O să te ascult eu, Vale, cît o să pot, dacă o să mai am timp, că dacă tata mă dă la Fabrica de tutun, cînd o să viu acasă trebuie s-o ajut pe mama."
2. „Cu tine aș merge pînă la capătul lumii" spusese ea la un moment dat.

ß. Gabi se feri să înțeleagă ceilalți că el n-avea propriul lui anturaj. Fiindcă dacă l-ar fi avut atunci ce-ar mai fi căutat într-al lor?

2.92. Translate the following into English paying attention to the various kinds of real and unreal conditional clauses.

A.

1. Îți promit că imediat ce războiul va lua sfîrșit o să-ți cumpăr o bicicletă nouă pe care să ți-o aduc, personal, de ghidon, la locuința dvs. din Strada Bătăliei, dacă veți mai binevoi a locui acolo.
2. M-am hotărît să aștept ora trei. Dacă lucra dimineața avea să iasă, dacă era în schimbul doi, avea să vină, mi-a explicat portarul.
ß. Într-adevăr, după o lună primesc o scrisoare de la șeful serviciului, domnul Răzășeanu, în care îmi scria, nu fără îngrijorare, că situația mea era "extrem de periclitată" dacă nu mă întorceam imediat.

B.1.* Trei zile și trei nopți am stat lîngă ea. L-aș fi adus pe bădia s-o vadă dar plecase, nu mai locuia cu noi în sat, stătea la băieți în București. Ce-i mai păsa lui chiar dacă o vedea și ce-i mai putea face? L-aș fi adus pe bădia și i-aș fi spus: — Uite Bădie, uite ce-ai făcut... Și l-aș fi lăsat să plece la București.

Dacă i-aș fi spus ei, ea n-ar fi venit și nu știu nici el dacă ar fi venit. Nu știu din ei doi care se simțea mai înșelat în credințele și speranțele lui, ba mă tem că bădia era mai supărat pe Adela decît Adela pe el. Și i-am spus și de ce.

2.* — Cînd vom povesti întîmplarea asta, lumea are să rîdă și are să spună că nu ne-am lăsat de palavre vînătorești. Tu ce părere ai, Fram, prietene Fram?...

Fram mormăi. Dacă ar fi știut să vorbească, ar fi povestit că mai cunoaște el undeva, într-un trib eschimos, un copil care a pățit la fel și, fără îndoială că s-a pomenit cu faima de cel mai mare mincinos, înainte încă de a deveni mare vînător. Mormăi. Se uită cu înțeles spre coliba unde se afla înăuntru cutia minunată care cînta — Ne roagă să dăm drumul la radio! începu să rîdă. Egon. Acesta e ursul cel mai amator de muzică din cîți am văzut eu în viață!...

Intră în cabană și răsuci resortul.

2.93. Translate the following into English. Pay attention to the verb forms used in the various kinds of subordinate clauses.

A.*

1. Tata dorea să mergem pe jos, dar mama insistă să mergem cu mașina.
2. Ne era teamă să nu se îmbolnăvească copilul.
3. Am propus ca George să vină să petreacă cîteva zile cu noi.
4. Departe de mine gîndul să mă amestec în treburile tale!
5. Se recomandă ca suferinzii de inimă să ia aceste pilule o dată pe zi.
6. Fie ce-o fi, m-am hotărît să le spun adevărul.
7. Ai grijă de chei. Dacă cumva le pierzi n-ai să mai poți să intri în casă.
8. Nu ți-aș fi spus nimic chiar dacă mi-aș fi amintit vreun amănunt.
9. Este de dorit ca această problemă să fie rezolvată cît mai repede.
10. Îi era frică să nu-i uite numele; de aceea m-a rugat să-l notez.
11. Este necesar să se întreprindă o anchetă.

B.*

1. Aș dori să fiu iar copil.
2. Profesorul dorea ca toți elevii să fi citit romanul pentru a-l putea discuta împreună.
3. Aș vrea să nu mai întîrzii la orele mele.
4. Se uita la ceas de parcă aștepta pe cineva.
5. Mi-amintesc filmul ca și cînd l-aș fi văzut ieri.
6. Ai făcut la bagaje de parcă ai să stai la mare o lună de zile.
7. Oricît de plăcut ar fi la mare, eu prefer să merg la munte.
8. E timpul să plecați la gară. E foarte tîrziu.
9. Voi cumpăra această rochie, chiar dacă ar fi să regret mai tîrziu.
10. A muncit foarte mult ca să termine proiectul la timp.
11. Oricît de tîrziu ar fi venit, trebuia să-mi telefoneze.
12. Am chemat un taxi de teamă să nu întîrzii la spectacol.

C.* Urmatecu sorbi din ceai și, chemîndu-l pe Lefterică mai apróape, îl întrebă:

— Dar pe asta o cunoști?

Lefterică își aruncă ochii pe hîrtie.

— Sigur că o cunosc.
— Mai ții minte cum s-a întîmplat?
— Țin!
— Ești în stare să mai povestești o dată, ca atunci?
— Sînt! Da' asta-i poveste veche, nene! Să fie șapte-opt ani c-o și uitasem!
— Taci, că ești prost! și Iancu băgă iute scrisoarea în buzunar, că tocmai intra Ivanciu pe ușă.
Noul venit nu părea să fi avut o noapte bună. Negustor bătrîn, se obișnuise de mult să nu-și arate neliniștea și nesiguranța. Totuși, era ceva mai tare decît el, ca o spaimă, care i se citea pe față. Ochii lui mici și cenușii jucau în priviri scurte și cercetătoare. Se ferea parcă de capcane. Amenințarea lui Iancu din ajun, și mai ales toată întîmplarea cu copiii lui popa Gose, stricase ceva în fundul sufletului său. Pe Urmatecu îl știa „apucat", cum îi ziceau mulți prieteni, și mai ales îl știa (pentru că nu-l cunoștea de azi, de ieri) că era mai tare decît el în fel de fel de păzbîtii și gînduri nouă, pe care mintea lui greoaie nu era în stare să le prevadă. Pentru toate acestea, avea pentru Iancu, cu șiretenie și mutenie, un fel de admirație amestecată cu teamă. De aceea intră încet, ca și cum ar fi venit din altă încăpere, își rezemă într-un colț bastonul de vișin, și, așezîndu-se tihnit pe un scaun, zise:
— Moi, da' numai de pozne te ții, și surîse lung, așteptînd să vadă ce o să se întîmple.

3. MODAL VERBS

FORM

3.01.A. *MODAL VERBS are divided into two large classes: PURE or SYNTACTIC modals and MODAL PARAPHRASES.* **Look at the table below:**

PURE/SYNTACTIC MODAL VERBS	MODAL PARAPHRASES
Can, Could May, Might Will, Would Shall, Should Ought to Must Dare Need	Be able to Be allowed/permitted to Be to Have to Used to

3.01.B. Learn the characteristic features of PURE MODAL VERBS:

CHARACTERISTICS	EXAMPLES
1. they are DEFECTIVE verbs, i.e. some of their forms are missing (the infinitive, the participle) 2. they are UNINFLECTED, i.e. all persons have the same form:	**I can** swim. **My brother can** swim, too.

CHARACTERISTICS	EXAMPLES
3. they are ANOMALOUS verbs, i.e. the NEGATIVE is formed by putting NOT after the modal and the INTERROGATIVE by inverting subject and modal verb:	Cars **must not** be parked in front of the entrance. **May I** have the salt, please?
4. they are followed by the INFINITIVE in any of its forms:	You shouldn't **laugh** at his mistakes. We must **have taken** a wrong turning

3.02. Put these sentences into the singular.

1. They must come again.
   He must come again.
2. They have to cross the street here.
   He has to cross the street here.
3. They can come tomorrow.
4. The older students were able to finish their work.
5. They ought to listen more carefully.
6. Soldiers must obey orders without question.
7. Pupils have to go to school six days a week.
8. The big boys might jump over this stream.
9. If they started at eight, they should be here by three.
10. They are always to knock before they enter my room.

3.03.A. Make these statements interrogative.

1. They can leave now.
   Can they leave now?
2. He comes here every day.
   Does he come here every day?
3. They can wait here.
4. You should give the baby scissors to play with.
5. They play football.
6. He believes you.
7. She could understand everything.
8. Alice lives in this house.
9. They try to understand.
10. She will have another one tomorrow.

3.03.B. Make the statements above negative.

1. They can leave now.
   They can't leave now.
2. He comes here every day.
   He doesn't come here every day.

3.04. *In questions involving verb phrases with two or more auxiliaries, the subject comes after the first.*
Formulate questions to which the sentences below are the answers.

1. *Ann:* You should have left the books on the shelf. *(where)*
   Bob: **Where should I have left the books?**
2. Henry should study chemistry to prepare himself for the university. *(why)*
3. The play could have been going on for two hours. *(how long)*
4. They will open the doors in a few minutes. *(when)*
5. Vera must be talking to her teacher. *(who — to)*
6. The letters should be sent by air mail. *(how)*
7. You could have taken bus N° 300. *(what)*
8. Henry should have given Alice a birthday present. *(what)*

3.05. Give short answers to the following questions.

1. *Ann:* Should you go to the conference?
   Bob: **Yes, I should.**
2. *Ann:* Should you have gone last night, too?
   Bob: **Yes, I should have.**
3. Can you answer these questions?
4. Could you have answered these questions correctly before the briefing?
5. Should Bob report to the headmaster immediately?
6. Will the headmaster answer his questions?
7. Should we have learnt this poem?
8. May I use the telephone?
9. Could Alice have already phoned?
10. Must I return the book next week?

3.06. *When forms with two or more auxiliaries are used in the negative, NOT comes after the first.*
Change these sentences to the negative with NOT.

1. I'll be able to meet you for dinner tomorrow. *(lunch)*
   I won't be able to meet you for lunch tomorrow.
2. He could have bought the newspapers at the newsagent's. *(the medicine)*
3. Henry would have written a postcard. *(letter)*
4. You'll have to wear an evening dress at the party. *(gloves)*
5. The old man would keep quiet for a long time. *(say a word)*
6. The boys should have been permitted to go on the trip. *(the girls)*
7. Roger is to return next week. *(tomorrow)*
8. They will be testing their new product. *(their old product)*

3.07.* *Some modal paraphrases make the negative and interrogative form in the present and past tense with DO and DID respectively.*
Put the verbs in brackets into the present or past tense negative.

1. I know what they're doing. You . . . *(have)* to tell me.
I know what they're doing. You don't have to tell me.
2. She . . . *(dare)* to leave the house in case he phoned.
She didn't dare to leave the house in case he phoned.
3. I . . . *(have)* to turn around to know they were coming down the street.
4. I . . . *(need)* to get up early every morning.
5. I . . . *(use)* to go to school with Fred; I used to go to school with his sister.
6. You . . . *(have)* to write in ink; you can write in pencil.
7. Although he wasn't feeling well, I . . . *(dare)* to ask him to call off his trip.
8. I . . . *(need)* to speak to him personally, I wrote him a letter.

3.08.A. *Sometimes NOT refers to the modal verb (EXTERNAL NEGATION). In other cases, the infinitive is negated (INTERNAL NEGATION).*
Look at the tables below:

EXTERNAL NEGATION (the modal verb is negated):

Modal Verb	Example	Meaning
MAY NOT (permission)	You **may not go.**	I **do not permit** you to go.
CANNOT, CAN'T (all senses)	He **can't drive** a car.	He **is not able** to drive a car.
DON'T/DOESN'T HAVE TO, HAVEN'T/ HASN'T (GOT) TO (both senses)	You **don't have to** pay that fine.	You're **not obliged** to pay that fine.
NEED NOT, NEEDN'T	It **needn't** always **be** my fault.	It **is not necessary** for it to be always my fault.

INTERNAL NEGATION (the infinitive is negated):

Modal Verb	Example	Meaning
MAY NOT (possibility)	They **may not come** if it's wet.	It is possible that they **won't come** if it's wet.
MUST NOT, MUSTN'T (obligation)	You **mustn't keep** us all waiting.	I oblige you **not to keep** us all waiting.
WILL NOT, WON'T (in all senses)	Don't worry — I **won't interfere.**	I'm willing **not to interfere.**
SHALL NOT, SHAN'T (strong and weak volition)	You **shan't escape** my revenge.	I insist on seeing that **you don't escape** my revenge. *(G. Leech)*

3.08.B. *Which of the following sentences are examples of EXTERNAL NEGATION and which of them are examples of INTERNAL NEGATION?*
If you can, explain the meaning of each sentence.

1. You can't smoke here.
2. You needn't pay that fine.
3. Don't worry — you shan't lose your reward.
4. It doesn't always have to be my fault.
5. They won't have received my letter yet.
6. A man does not need to be more than middle-aged to remember these things.
7. The 'big house' usually stands a little distance from the village. It may not be a big house at all.
8. The law of England cannot be understood except by a study of its development.
9. Counsel must not put questions which suggest the answer wanted.
10. Alcoholic liquors may not be sold anywhere without a licence.
11. That is foreign interference . . . that is a thing we won't stand.

(G. Leech; G. Scheuerweghs)

3.09.A. Read the following statements, adding the necessary disjunctive questions (question tags).

Remember: — *positive statement* — *negative tag;*
— *negative statement* — *positive tag;*
— *the modal verbs repeat themselves in the tag.*

1. You can sing well.
   You can sing well, can't you?
2. They ought not to be here.
   They ought not to be here, ought they?
3. You wouldn't like her to come.
4. I shouldn't have listened to them.
5. We had better wait for our friends.
6. You can't park here.
7. They won't answer her invitation.
8. I ought to visit her.
9. You would rather I didn't say anything.
10. He will have to tell her the truth.

3.09.B.* Add disjunctive questions to the followng sentences. Use DO(N'T) or DID(N'T) where necessary.

1. You have to come earlier.
   You have to come earlier, don't you?
2. You never used to work so late.
   You never used to work so late, did you?
3. They always have to work hard.
4. It could be done.
5. You used to teach history.
6. We ought not to have listened.
7. You would like to see the film.
8. You don't need to work on Sundays;
9. They will be able to come.
10. John didn't need to wait for Julia;

3.10. Respond to the following situations using SO or NEITHER.

1. *Bob:* Tom's mother can cook very well. *(his sister)*
   Ann: **Tom's mother can cook very well and so can his sister.**
2. *Bob:* Helen can't answer the question. *(Frank)*
   Ann: **Helen can't answer the question and neither can Frank.**
3. Pedestrians can use this path. *(bicycles)*
4. Lorries can't use this street. *(buses)*
5. You should be listening to the concert now. *(your friends)*

6. The boys shouldn't be talking so loud. *(the girls)*
7. Children are not allowed to walk on the grass. *(grown-ups)*
8. You must visit your friend in hospital. *(your classmates)*
9. Liz won't be able to atend the meeting. *(Martha)*
10. You may borrow my bicycle. *(your sister)*

3.11.* *All pure modal verbs (except OUGHT TO) are followed by the infinitive without TO (the short infinitive).* **In the following sentences, insert the infinitival particle TO wherever necessary.**

1. I must . . . talk to him.
   I must talk to him.
2. I have . . . catch that train by all means.
   I have to catch that train by all means.
3. The secretary can . . . help you.
4. She ought . . . be back soon.
5. You must all . . . come to the meeting.
6. You should . . . take that course.
7. You used . . . like maths.
8. You don't need . . . say anything.
9. May I . . . talk to her on the phone?
10. Will you . . . help me, please?
11. How can you . . . refuse me?
12. We've got . . . get out of here.
13. You won't have . . . look for a hotel; I'll be able . . . put you up.
14. You are not . . . mention this to anyone.

3.12. *Modal verbs are followed by the INFINITIVE in any of its forms.*
Change the infinitives in the sentences below to the continuous form.

1. The baby should sleep. *(now)*
   The baby should be sleeping now.
2. I should do my homework. *(right now)*
3. We've got to go. *(soon)*
4. I can type the letters while you address the envelopes.
5. Mr Plumb must drive his car a lot. *(these days)*
6. You should look for another job.
7. Alec may wait for you outside the cinema. *(right now)*
8. Paula can peel the potatoes while I cut up the onious.

3.13.A. Make the following sentences refer to the past by using perfect infinitives: HAVE + PAST PARTICIPLE.

1. Mr Grant may be in his office.
   Mr Grant may have been in his office.
2. He might leave a message for me.
3. He should wait until noon.
4. He must take his briefcase with him.
5. You ought to go to the doctor.
6. She can't eat all those sweets.
7. They could look at your blood tests.
8. You shouldn't waste your time.

3.13.B. Put the verbs in brackets into the infinitive perfect continuous: HAVE BEEN + -ING.

1. They will . . . *(wait)* for an hour by the time we get there.
   They will have been waiting for an hour by the time we get there.
2. You should . . . *(do)* your homework last night instead of watching television.
3. The tom-cat must . . . *(watch)* the mouse for some time before he caught it.
4. The actors will . . . *(rehearse)* for an hour by the time the theatre manager gets there.
5. Mr Tunnell couldn't . . . *(work)* at the time, because he was just recovering from a serious operation.
6. Tony must . . . *(sleep)* so soundly that he didn't hear the alarm go off.
7. Dan may . . . *(smoke)* for some months before his mother caught him at it.

3.14. Situation: A government official is asking questions of an expert on world problems.
Answer as the expert does. Use modal verbs + passive infinitives: BE + PAST PARTICIPLE.

1. *Official:* Can you solve this problem?
   Expert: **Yes, this problem can be solved.**
2. Can you improve this land?
3. Should we give help?
4. Must we do something now?
5. Can you find water?
6. Can we grow food here?
7. Will we have to buy new machines?
8. Will we have to build roads?
9. Ought we to start the work now?

(R. O'Neill)

3.15. Change these sentences to the passive. Use perfect infinitives in the passive voice: HAVE BEEN + PAST PARTICIPLE.

1. They could have painted the house before they put it on sale.
   The house could have been painted before they put it on sale.
2. They should have advertised the house before the sale.
3. They may have marked down the prices for the sale.
4. They must have sent those letters last week.
5. They ought to have written the contract last week.
6. They might have considered Mr Foster for that job.
7. They were to have transferred Mr Ross a long time ago.
8. They can't have offered him a better job.

CAN, COULD

3.16. *CAN/COULD is mainly used to express ABILITY, POSSIBILITY and PERMISSION.*
Read the examples below:

USE	EXAMPLE
1. to express **ability:** a) the subject's **physical, mental** or **moral** ability to do a certain action: — in the present	**That's a question nobody can answer.**
— in the past	I **could read** when I was six years old. Why didn't you ask me? I **could have helped** you.
b) **sporadic,** occasional ability:	It **can be** very cold in Romania in winter.
2. to express **possibility:** a) **objective** possibility:	Don't light a match in this chemical factory. It **can cause** an explosion.
b) **impossibility:** — of a present event **(can't/couldn't + be (+ -ing))**	You **can't be** hungry. You've just had your dinner. Lucy **can't be typing** a letter at the moment. She can't type.
— of a past event **(can't/couldn't + perfect infinitive)**	He **couldn't have heard** the news on the radio because he was sleeping then.

USE	EXAMPLE
3. a) to express **permission** as an informal alternative to **may** b) to **ask for permission**	You **can borrow** my bicycle. The pupils **couldn't use** the front door. **Can** I see John now?
4. to perform all kinds of **indirect speech acts:**	
a) a mild, **casual command**	You **can turn** the TV off now, Danny.
b) **requests**	**Can/Could** you **lend** me your pen, please?
c) **invitations**	**Could** you **have** dinner with us on Sunday?
d) **offers**	**Can/Could** I **be** of any help?
e) **suggestions,** advice	**Can't /Couldn't** you **talk** with your wife first?
f) a **desire,** impulse	I **could cry** for joy. I **could** have wept.
g) doubt, **uncertainty,** bewilderment	Good Gracious! How **could** my daughter **have been involved** in all this?

(E. Bîră))*

3.17. *CAN is the typical verb to express the subject's physical, mental or moral ABILITY to do a certain action or to get into a certain state.*
Make comments on these situations using CAN or CAN'T + infinitive.

1. Paul studied English for six years.
He can speak it well.
2. Jenny never practises on the violin.
She can't play well.
3. Victor takes part in international skiing competitions.
4. Diana is a member of the school choir.
5. Vera has no ear for music. She isn't in the school choir.
6. Adrian is on the ski slope. He is falling down all the time.
7. George plays football. He is a member of the national football team.
8. Victoria studied German for one year at school.
9. Alice has difficulties with English spelling.

*) This chapter is based on: Elena Bîră — *Aspects of Modality in English*, TUB, Bucureşti, 1979 and G. Leech — *Meaning and the English Verb*, Longman, 1971.

3.18. Complete the following questions with verb phrases containing CAN followed by suitable subjects and verbs.

1. . . . , children? Daddy is taking a nap.
Can you { play quietly, / quiet down, / keep quiet, } children? Daddy is taking a nap.
2. '. . . the meaning of this word to me?' 'Of course.'
3. 'What . . . mother on Women's Day?'
'How about some lovely roses?'
4. 'What time . . . to play tennis tomorrow?' 'I'm sorry, but I can't make it.'
5. '. . . this complicated form for me?' 'I don't know, let me see.'
6. 'What . . . the baby to make her stop crying?' 'Give her a toy.'

3.19. *The verbs of physical perception (see, hear, feel, etc.) are not used in the continuous form. To show a present state* **(now)** *we use CAN + a verb of perception.*
Situation: It is summer. Dan is walking along the sea shore.

1. Some children are bathing in the sea.
2. A gentle breeze is blowing.
3. A few people are lying on the beach.
4. Some girls are laughing.
5. Some children are making sandcastles.
6. A mother is calling her little son.
7. A woman is selling icecream and hot pies.
8. A few girls are eating icecream.

As a matter of fact all this happens every day. **What can Dan see, hear, feel now? What does he see, hear, feel every day?**

1. **He can see some children bathing in the sea.**
As a matter of fact he sees them bathing every day.

3.20. Make questions and answers using CAN/BE ABLE TO in the present tense.*)

1. laugh
Uncle George: **Can the baby laugh yet?**
Mother: **Yes, he's already able to laugh.**

*) As a defective verb, CAN only has the present and past tense. In the other tenses it is supplemented by BE ABLE TO. Where both are possible, CAN/COULD is preferred in speech; BE ABLE TO sounds formal except in the (frequent) cases where it is obligatory. The present tense forms *I am able to*, etc. are very formal in tone and are rarely used.

2. walk
3. close the door
4. use a spoon
5. sit in his pram
6. speak
7. reach the shelf
8. understand you
9. ring the bell

3.21. *In the past (affirmative) COULD is used to describe general ability.*
Make a statement about your ability to perform some activity on the following occasions in the past. Use COULD.

1. When I was one year old . . . .
When I was one year old, I could (already) stand/walk/speak.
2. When I was two years old . . . .
3. When I started primary school . . . .
4. When I finished my first course in English . . . .
5. When I first went to the seaside . . . .
6. Ten years ago . . . .
7. Before I finished ten-year school . . . .

3.22. *When an individual action was succesfully performed in the past we use WAS/WERE ABLE TO, not COULD. Alternatively, we can use two other verbs, MANAGED TO + infinitive or SUCCEEDED IN + gerund.*)*
Rephrase these sentences by using WAS/WERE ABLE TO (which is a little more formal than MANAGED TO).

1. When he got a ladder, he managed to reach the book he wanted.
When he got a ladder, he was able to reach the book he wanted.
2. The mountainer was very tired but he managed to get to the top before he collapsed.
3. I queued for hours but at last I managed to get a ticket for the opening night.
4. After several hours' work, they finally managed to discover the cause of the accident.
5. He worked in his laboratory for a long time until he eventually succeeded in finding the cure for the disease.
6. After a whole morning spent in the library, Mr Brown finally succeeded in finding the book he needed.
7. The piano was heavy, but the workmen managed to move it by pushing together.

*) MANAGED TO implies surmounting difficulties or opposition. SUCCEEDED IN does not necessarily imply that and is less common in spoken English.

3.23. Make sentences to indicate both past ability and past successful achievement.

1. swim — reach the shore
He could swim so he was able to reach the shore.
2. run very fast — catch the train
3. dance very well — win the dance contest
4. climb anything — go up the cliff
5. do algebra — teach me
6. read a map — find the way
7. give first aid — help the doctor

3.24. *In the past negative, it is possible to use COULD in both senses: general inability or failure of individual actions (possibly due to unfavourable circumstances).*
Answer the following questions using COULDN'T + the prompts given.

1. *Ann:* Why didn't you do your homework? . . . find the book.
Bob: **I couldn't find the book.**

Ann:	*Bob:*
2. Why didn't you finish your homework?	. . . solve the problem.
3. Why were you late for school?	. . . get up early.
4. Why didn't you come last night?	. . . find my tie.
5. Why didn't you invite Margaret?	. . . get her phone number.
6. Why didn't you tell her the truth?	. . . do it.

3.25. *Other ways of expressing the failure of an individual past action are DIDN'T MANAGE TO and WASN'T/WEREN'T ABLE TO (formal).*
Read the sentences below and say what these people *couldn't/weren't able to/didn't manage to do yesterday.*

1. The maths problem was too difficult. *(Sandra/solve)*
Sandra couldn't/wasn't able to/didn't manage to solve it.
2. There was a strong wind blowing. *(The children/sail across the lake)*
3. The dog barked fiercely at the postman. *(He/deliver the letters)*
4. Mr Barton left her glasses at home. *(She/read the article)*
5. The traffic was very heavy. *(The little boys/cross the street)*

6. Mother didn't feel well. *(She/do the housework)*
7. Mr Barton couldn't find the keys to his flat. *(He/get in)*

3.26. *When we wish to stress that a past ability no longer exists, we use the construction USED TO BE ABLE TO.*
Make dialogues on the pattern below.

1. play chess
Mrs Brown: **Can you play chess, Betty?**
Mrs Green: **I used to be able to play it, but now I've forgotten how to.**
2. speak French
3. translate fluently
4. write shorthand
5. understand Arabic writing
6. ride a bicycle
7. play the piano

3.27. *The FUTURE and PERFECT forms of CAN are formed with BE ABLE TO. However, in sentences relating to the near future, CAN is often used.*
Use CAN and suitable verbs to express ABILITY in the future.

1. Tudor . . . . . us right after class today.
Tudor can meet us right after class today.
2. I . . . . . all the work by next Monday.
3. I . . . . . you more about my plans then.
4. Who . . . . . this paragraph into English for next time?
5. . . . you . . . our meeting tomorrow?
6. You . . . . . all those things in the supermarket tomorrow.
7. . . . you . . . everything to our form-teacher on Tuesday?

3.28. *SHALL/WILL BE ABLE TO + infinitive expresses more remote future ABILITY (physical or mental) or one that has not yet been acquired.*
Respond to the statements below, using WILL BE ABLE TO and the phrase NEXT WEEK/MONTH/YEAR, etc.

1. *Student:* I can't understand you very well.
Teacher: **Don't worry, you'll be able to understand me next month.**
2. I can't take very good notes.
3. I can't spell correctly.
4. I can't understand the lectures.
5. I can't speak without an accent now.
6. I can't pass the test now.
7. I can't do these exercises now. I'm too tired.

3.29. *SHALL/WILL BE ABLE TO replaces CAN in the future, especially when there is a subordinate clause.*
Use the words in brackets to complete the sentences below with WILL BE ABLE TO + infinitive phrases.

1. *(beat my friends at backgammon)* when I've had a little more practice.
I'll be able to beat my friends at backgammon when I've had a little more practice.
2. *(speak several languages)* if she finishes her interpreters' course.
3. *(beat your father at chess)* when you've learnt this new form of attack?
4. *(read fast)* when I finish this speed-reading course.
5. *(swim)* when they've had a few more lessons.
6. *(get in touch with him)* before the meeting is held?

3.30. *HAVE/HAS BEEN ABLE TO + infinitive shows ability over a period up to the present moment.*
Formulate answers based on the information given in brackets. Use HAVE NEVER BEEN ABLE TO.

1. *Angela:* Have you ever sung in a choir? *(sing in tune)*
Tudor: **No, I've never been able to sing in tune.**
2. Have you ever eaten frogs' legs? *(face the idea)*
3. Are you keen on modern painting? *(understand it)*
4. Have you been to any concerts lately? *(book a ticket)*
5. Have you ever read Ulysses? *(get beyond the first 100 pages)*
6. Have you ever tried to go skating? *(find the time)*

3.31. *COULD is both the past tense of CAN and its conditional.*
Answer the following questions which contain CAN indicating definite future ability. Use COULD in your answers to indicate tentative future ability (suggestion, hesitation). Add appropriate future time markers.

1. *Ann:* When can we hold this meeting?
Bob: **Well, we could hold it next Tuesday.**
2. When can you come to see us?
3. When can you take Simon to the zoo?
4. When can you fetch my parcel from the post-office?
5. When can you visit Aunt Emily in hospital?
6. When can you help me with this work?
7. Where can I catch bus 131?
8. Where can I find a cheap restaurant?

3.32. You would like to go to the Black Sea Coast for your summer holiday. Say what YOU WOULD or WOULD NOT BE ABLE to do.

1. swim in the sea
   I'd be able to swim in the sea.
2. swim in the river
   I wouldn't be able to swim in the river.
3. lie on the beach all day
4. go skiing
5. go water-skiing
6. ride in a cable-car
7. throw snowballs
8. make sandcastles

3.33. Situation: If you were to spend your holiday up in the mountains, where there is snow even in the summer-time, what would/wouldn't you be able to do?

3.34.* Fill in the blanks with (NOT) BE ABLE TO in the right tense.

1. Fortunately, I . . . make many new friends since I arrived in this town.
   Fortunately, I've been able to make many new friends since I arrived in this town.
2. We . . . lock the door yesterday morning; we had lost our keys.
   We weren't able to lock the door yesterday morning; we had lost our keys.
3. My father is always busy at his job; he . . . never . . . sit down.
4. Unfortunately, I . . . come to your birthday party next Sunday; some relatives from the country are coming to see us.
5. I . . . get a lovely tan if I spent my holiday on the coast.
6. Unfortunately, I . . . make many new friends since I came to this school.
7. Mr Adams . . . get to work in time yesterday; his car broke down while he was driving to his office.
8. He told me he . . . borrow umbrellas so we had to wait until the rain stopped.

3.35. Respond to the following statements in order to practise the use of BE ABLE TO where an infinitive is required.

1. *Mrs Brown:* I wish I could write a book.
   Mrs Green: **I'd like to be able to write a book, too.**

2. I wish I could cook properly.
3. I wish I could grow roses in the front garden.
4. I wish I could sing like Mrs Smith.
5. I wish I could ride a bicycle.
6. I wish I could paint.
7. I wish I could remember people's names.

3.36. Tell the teacher something you'd like to be able to do.
e.g. I'd like to be able to play tennis.

3.37. *COULD + PERFECT INFINITIVE is used to express PAST ABILITY, NOT NECESSARILY USED.* **Here are some statements about things that didn't happen. Say what COULD HAVE HAPPENED.**

1. *Teacher:* You didn't solve all the problems, Nick.
   Teacher: **You could have solved all the problems, Nick.**
2. You didn't write a very good composition, Betty.
3. You didn't attend all the lessons, Henry.
4. You didn't read the book, Mary.
5. You didn't finish the test, Alice.
6. You didn't win the English competition, Adrian.
7. You didn't do your homework, Dan.

3.38. Change the sentences as shown in order to express SPORADIC ABILITY.

1. Knowing a foreign language *is frequently* of great value.
   Knowing a foreign language can be of great value.
2. *Sometimes* it *gets* very wet here in the month of October.
3. My grandmother *was sometimes* very strict with us when we were young.
4. This drug *is occasionally* useful in the treatment of pneumonia.
5. All of us *are* forgetful *at times*.
6. He told me that Mary *was sometimes* very rude. I never found her so.
7. It *often gets* quite hot in this room when the sun shines.

3.39. Answer the following questions in complete sentences to practise COULD expressing POSSIBILITY.

1. Your sister is on the phone again. Who **could she be talking** to this time?
2. What **could you have done** with the money if you hadn't bought yourself a new watch?
3. What are you doing right now? What **could you be doing** if you were not in class?

4. This afternoon you have to study for tomorrow's physics test. If you didn't have a test tomorrow, what **could you be doing** this afternoon?
5. What **could you have been doing** last night if your television had not been in the repair shop?
6. Which means of transport **could you have used** to go to Constanța instead of the train?

3.40. In one paragraph, write about a correct decision you made in the past. Mention some things you could have done, and then write why you did not do them.

3.41. *CAN'T/COULDN'T + BE/BE DOING expresses impossibility of a present event.*
Answer these questions in the negative in order to practise the structure above.

1. *Grandmother:* Are the boys really going out dressed like that?
   Mother: **No, they can't be (going out dressed like that).**
2. Is Tom really wearing his sister's jeans?
3. Is what George said true after all?
4. Are the girls really going to the party by themselves?
5. Do you think that Henry is in love with Alice?
6. Are you sure you are not mistaken?
7. Is it possible that the grandfather clock is fast?

3.42. *CAN'T/COULDN'T + PERFECT INFINITIVE expresses impossibility of a past event.*
Situation: Mr and Mrs Ross are arguing about an Ahatha Christie thriller they watched on TV last month. **Put in Mrs Ross' words.**

1. *Mr Ross:* The young man and the young woman were married.
   Mrs Ross: **No they weren't! They { can't / couldn't } have been married.**

Mr Ross:	*Mrs Ross:*
2. The man's name was . . . uh . . . let's see . . . it was Arthur.	. . . .
3. The woman was . . . well . . . she was the boss.	. . . .
4. They came in through the front door.	. . . .
5. They took all the jewels.	. . . .
6. And the man . . . he . . . uh . . . he took the money.	. . . .
7. They went out . . . uh . . . went out through the back door.	. . . .

3.43. Comment on these situations, using CAN'T/COULDN'T + BE or CAN'T/COULDN'T + perfect infinitive to express impossibility of a present or a past event.

1. Everything looks deserted. I'm sure they're not at home.
   Everything looks deserted. They can't be at home.
2. I'm sure it wasn't here when I cleaned the house. I would have noticed it.
   It can't have been here when I cleaned the house, I would have noticed it.
3. Who's that? I'm sure it's not Victor. He's at the seaside.
4. I don't think they've arrived in Bucharest yet. The train only left half an hour ago.
5. She doesn't look like him al all. I don't think she's his sister.
6. I'm sure that machine wasn't invented by Edison. He didn't know anything about transistors.
7. I don't think Philip is in his room. He is at school in the morning.
8. No, impossible! Shakespeare didn't write Gorboduc, he hadn't even been born yet when it was first produced on a London stage.

3.44. *CAN used for PERMISSION is an informal alternative to MAY.*
Ask for permission to do something in the following situations.

1. It's hot in the room.
   You: **Can I open the window, mum?**
   Mother: **Yes, you can.**
2. It's dark in the room.
3. You want to listen to the radio.
4. You are hungry.
5. You are thirsty.
6. You want to sit at the head of the table.
7. You want to have another piece of cake.
8. You want to go out and play.

3.45. *CAN and COULD are used to perform all kinds of indirect speech acts. Requests with CAN/COULD are used when the speaker does not know for certain whether the other person is able to perform the action. They are therefore very often used when addressing strangers. COULD is perhaps more polite than CAN.*

Situation: Dan has just arrived at a big London station. He feels rather lost. A young Englishman comes up to him.

Complete the conversation, using COULD/CAN YOU? as in Dan's first question:

1. *Roger:* Can I help you?
   Dan: Oh, yes. *(show me the way)* **Could you show me the way** to the taxi rank? And *(find a taxi)* . . . ?
   Roger: Certainly. Taxis are over there.
2. *Dan:* And I want to make a telephone call. But I don't understand English telephones. *(help me use a telephone)* . . . ?
   Roger: No trouble. Come with me.
3. *Dan* (later): Thank you so much for helping me.
   Roger: Not at all. Now *(give me your address)* . . . I'd like to show you about London.

(after Lyn Williams)

3.46. Situation: George is worried about his poor marks and Dan is making various suggestions.

1. you/work harder
   Dan: **You could work harder.**
   George: **Yes, I suppose I could.**
2. you/go to fewer films
3. I/help you with your maths
4. we/study together
5. your deskmate/talk less
6. he/help you more
7. you/get down to work

3.47. Change the following questions, using CAN to expres impatience, anger or surprise.

1. Where are my gloves?
   Where can my gloves be?
2. What does he mean?
3. What is he thinking of?
4. Where is my watch?
5. Why don't you do as I say?
6. Why is he so lazy?
7. What is the matter?
8. Where have they gone?
9. Where has she put my newspaper?

3.48. Change the following sentences to the past.

1. He says / He thinks } he { can / could / will be able to } finish the work today.

   He said / He thought } he { could / could / would be able to } finish the work that day.

2. Your mother says I can sit here.
3. He thinks he could leave at five o'clock.
4. Alice says she'll be able to meet me as soon as she finishes her work.
5. Mr Parker knows he can't have found a better job.
6. I think I'd be able to pass this exam if I studied hard.
7. Sandra says she was able to find the house without any trouble.
8. The teacher thinks we could have done the exercise more quickly.

3.49. Fill in the blanks with CAN('T)/COULD(N'T) + the right infinitive form of a suitable verb.

1. No one . . . without water.
   No one can do without water.
2. Mother, you . . . a better meal, everything is delicious.
   Mother, you can't/couldn't have cooked a better meal, everything is delicious.
3. Yes, my wife will be at the concert, but I . . . , unfortunately.
4. Traffic signs . . . everywhere in the world.
5. I . . . spinach when I was younger, and I still can't.
6. He . . . the first problem, but the second one was quite a puzzle to him.
7. Yes, all that work . . . yesterday, but I was too tired to do it.
8. What a wonderful film saw last night! It . . . better.
9. Where's little Simon? Where . . . he . . . ? Is he outside?
10. Please don't be in such a rush; not everything . . . at once, you know — Rome wasn't built in a day.

11. 'Someone has eaten all the cakes on the plate. Who . . . them?' 'Don't look at me.'
12. You . . . outside now, Kate, and neither can your baby brother; it's raining heavily.

3.50.* Fill in the blanks with CAN, COULD or BE ABLE TO in the right form.

1. *Mrs Green:* When John was six years old, he . . . swim across the swimming pool, and now he . . . swim from one end to the other.
2. Soon he . . . swim a quarter of a mile, and then we . . . take him out in a sailing boat quite safely, which we . . . n't do now.
3. *Mrs Brown:* Yes, I . . . quite understand that.
4. *Mrs Green:* I . . . n't swim until I was fourteen.
5. Children . . . learn things much earlier now than when we were children, . . . n't they?
6. *Mrs Brown:* Yes, they certainly . . . . And their children . . . learn even earlier, I suppose.
7. *Mrs Green:* Babies in the South Sea Islands . . . swim before they . . . walk.
8. *Mrs Brown:* That's extraordinary.
9. *Mrs Green:* Well, they live just beside the sea, and it's always warm. If our babies . . . go into the water at any time of the day, they would soon learn too.
10. *Mrs Brown:* When ... John ... enter for swimming races?
11. *Mrs Green:* When he is eleven.
12. *Mrs Brown:* And . . . he . . . have diving lessons yet?
13. *Mrs Green:* Yes, he . . . always . . . dive a little, but now he . . . do it quite well.
14. *Mrs Brown:* . . . he . . . continue having diving lessons next year?
15. *Mrs Green:* Oh, yes. We . . . find someone to teach him. He . . . start next month.
16. *Mrs Brown:* And . . . you . . . buy him a bicycle?
17. *Mrs Green:* Yes, and he . . . ride it already.
18. *Mrs Brown:* Oh, good. Then he . . . go to the swimming pool on it.

(L.A. Hill)

3.51. *MAY/MIGHT is mainly used to express POSSIBILITY, PERMISSION and ABILITY.* **Look at its uses:**

USE	EXAMPLE
1. to express **possibility**	
a) in the present or future (+ present infinitive)	He **may be** on the next bus. He **might not know** that we are waiting for him. (more remote possibility)
b) past possibility (+ perfect infinitive)	The dog isn't here. Dan **may have taken** it with him. His letter **might have given** them the idea.
2. to express **permission:**	
a) to grant or refuse **formal** permission	Candidates **may (not) bring** textbooks into the examination room. The examiner said that the candidates **might use** dictionaries. (indirect speech)
b) **to request permission** politely	**May I** (please) **borrow** your pen? **Might I borrow** your pen? (less common, greater uncertainty about the answer.)
3. to express (external) **ability,** especially in passive constructions:	A fuller description **may be found** in Chapter Seven.
4. in **other speech acts:**	
a) mild, **casual commands**	You **might post** these letters for me.
b) persuasive/irritated **requests**	You **might tell** me what she said.
c) expressions of **reproach**	You **might have warned** us that the bull was dangerous.
d) **offers**	**May I offer** you some cake?

3.52. *MAY is the typical modal verb to express that the possibility or probability of something happening is as great as that of it not happening.*

Respond to the following by using MAY + present infinitive to show present POSSIBILITY of something happening in the future.*)

1. *Bob:* Where are you going to spend your holiday?
   Ann: **I don't know. I may go to the coast/mountains/country.**
2. What are you going to do tonight?
3. You are going shopping now. What are you going to buy?
4. Your English teacher has asked you to write a composition. What are you going to write about?
5. You have decided that you would like to have a pet. What kind of pet are you going to get?
6. Where are you going to spend your winter holiday?
7. Your form-teacher is asking you what you would like to do after you finish school.

3.53. Rephrase these sentences using MAY + an affirmative or negative infinitive, as appropriate.

1. Maybe Mr Ross will be too busy to come to Bill's party.
   Mr Ross may be too busy to come to Bill's party.
2. Maybe Mr Ross won't have time to come to Bill's party.
   Mr Ross may not have time to come to Bill's party.
3. Maybe Mr Ross doesn't want to come to a children's party.
4. Perhaps he won't be able to get away from the office.
5. Maybe he has other plans.
6. Perhaps he doesn't feel comfortable among children.
7. Maybe he will reply to our invitation.
8. Perhaps there won't be enough time to notify everyone of the change in plans.
9. Maybe Jill will get a stomachache if she eats too much icecream.
10. Perhaps the doctor won't be able to come in time.

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*) MAY + present infinitive also shows possibility of something happening habitually *(Dan may come here every day.)*; or, with verbs which do not usually take the continuous form, it can show the possibility of something happening now *(Dan may be at the cinema now. Alice may understand him.)*

3.54. *Questions about possibility are not usually formed with MAY or MIGHT. For this we use DO YOU THINK + + present/future/perfect tenses, or BE LIKELY + the infinitive with TO.*

Make questions and answers about these situations.

1. *Ann:* Nick is going to take a bus to Herăstrău Park. *(what/he do there)*
   Bob: **What { do you think he'll do there? / is he likely to do there?**
   Ann: **He may go boating on the lake. He may visit the Village Museum.**
2. Paula is going to take a trolley-bus to the University. *(who/she/meet there)*
3. It may be a fine day tomorrow. *(what/our friends/do)*
4. Tomorrow is father's birthday. Mother is in the department store now. *(what/she/buy)*
5. There is a good programme on TV tonight: an old silent film, a documentary on pollution, a variety show. *(what/your family/watch)*
6. Aunt Emily has come to Bucharest for two days. *(what/she/do)*

3.55. *MAY + CONTINUOUS INFINITIVE usually shows present possibility of something happening now.*

Think about the present-moment activity of some well-known world or Romanian figure. Mention that person by name. Use MAY + continuous infinitive.

e.g. Julie Christie may be making a film.
Marin Sorescu might be writing a poem.

3.56. Answer the following questions, using MAY + PERFECT INFINITIVE to express the possibility that an event occurred in the past.

1. *Bob:* Do you think Vera was ill yesterday?
   Ann: **I don't know. She may have been ill yesterday.**
2. Do you think Vera sent for a doctor yesterday?
3. Do you think Paul passed his examinations?
4. Do you think Laura was able to finish her work?
5. Do you think David took your ruler by mistake?
6. Do you think Peter went to the disco last night?
7. Do you think Roger rang Alice up yesterday?
8. Do you think Sandra watched TV last night?

3.57. Change these sentences from a construction using PERHAPS to one using MAY.

1. Perhaps they know the truth.
   They may know the truth.
2. Perhaps they're reading in the library.
   They may be reading in the library.
3. Perhaps he has (not) sold his bicycle.
   He may (not) have sold his bicycle.
4. Perhaps Alice knows the answer.
5. Perhaps grandfather is working in the garden.
6. Perhaps he didn't hear the telephone ring.
7. Perhaps the phone is out-of-order and he doesn't know.
8. Perhaps he has sold the house.
9. Perhaps he hasn't received our letter.
10. Perhaps you're wondering why I'm calling on you.
11. Perhaps you thought that I'd phone you.
12. Perhaps you didn't realize that I wanted to see you.

3.58. Put in Jenny's answers. Use MIGHT to indicate a less likely possibility.

1. *Paul:* Perhaps your umbrella is at home.
   Jenny: **Well, it might be there, but I don't think so.**

Paul:	*Jenny:*
2. Hmm . . . perhaps that's your umbrella over there . . . it's the same colour.	. . . . . ;
3. Perhaps the manager has it.	. . . . . .
4. And if he hasn't got it, perhaps he'll find it.	. . . . . .
5. You know . . . your bus is going to leave soon. Perhaps you'll miss it!	. . . . .

3.59. Situation: Robert is a very short, very weak and very timid young man. At the moment he's at university. He's not sure what he'll be when he leaves. He's got several possibilities in mind. Some are more possible than others. **Make examples of what he's thinking.**

1. librarian; 2. teacher
   I haven't decided yet. I may become a librarian. I might become a teacher.

3. a bank-clerk	7. a TV reporter
4. a barrister	8. an accountant
5. a solicitor	9. a journalist
6. a radio announcer	10. an interpreter

3.60. Make sentences on the pattern below.

1. television — people — so well-informed
   If it wasn't for television, people might not be so well-informed today.
2. the scientists — our life — so easy
3. my mother — I — a teacher
4. his manager — Elton John — such a big star
5. the trade unions — the workers — so strong
6. the newspapers — we — so well-informed

3.61. *MIGHT + PERFECT INFINITIVE expresses a less likely possibility in the past.*

Situation: Mrs Green doesn't know what her husband did. Her neighbour, Mrs Brown, makes guesses about his actions.

Put in Mrs Brown's words.

1. *Mrs Green:* I don't know whether John drove to London. not.
   Mrs Brown: **He might have driven to London.**
2. I don't know whether John flew to London or not.
3. I don't know whether he wrote the letter or not.
4. I don't know whether he arrived in time or not.
5. I don't know whether he contacted his partners or not.
6. I don't know whether he signed the contract or not.

3.62. Situation: Mr Plumb gave his son Victor 100 lei for his birthday. Victor spent the money yesterday, but we don't know what he bought.

1. a book/25 lei; 2. a camera/300 lei
   He might have bought the book he wanted.
   He can't have bought the camera he wanted.

3. a shirt/90 lei	6. a muffler/76 lei
4. a tie/68 lei	7. shoes/150 lei
5. a raincoat/400 lei	8 a watch/300 lei

3.63. Make questions and answers using the prompts above.

1. a book/25 lei; 2. a camera/300 lei
   Bob: **Did Victor buy the book he wanted?**
   Ann: **He might have. It only costs 25 lei.**

Bob: **Did Victor buy the camera he wanted?**
Ann: **No, he couldn't have. It costs 300 lei.**

3.64. *MAY/MIGHT + PERFECT INFINITIVE (CONTINUOUS aspect) usually shows the possibility that an action was going on at a certain time in the past.*
Guess what Mr Grant might have been doing.

1. *Mr Ross:* Mr Grant looked worried. I'm not sure why. *(think about his sick mother)*
   Mrs Ross: **He might have been thinking about his sick mother.**
2. Mr Grant didn't answer the bell. I know he was at home. *(take a bath)*
3. Mr Grant didn't hear the phone ring. *(listen to the radio)*
4. Mr Grant wasn't around when his wife wanted him to mend the washing machine. *(work in the garden)*
5. Mr Grant wasn't in his boat when I looked for him. *(swim)*
6. Mr Grant passed by without saying hello. *(think about something)*

3.65. *MAY is used to express formal permission.*
In the following situations ask for permission informally (using CAN/COULD) or formally (using MAY).

1. You are at your { teacher's / friend's } house. You want to use the phone.
   May / Can { I use the phone?
2. You are at your uncle's house. You want to play with your little cousin Simon.
3. You are in a train compartment. You want to open the window. An old man is sitting next to it.
4. You are at your friend's party. You want to play some records.
5. You are in a crowded café; there is only one seat next to an old lady. You want to sit down.
6. You meet a friend in the street. He has a book in his hand. You want to have a look at it.
7. You are in the classroom. You are not feeling very well. You want to go out. What do you say to the teacher?

3.66. *Formal permission is always expressed by MAY, but MAY can also be used informally as an alternative to CAN. It is fairly common in polite requests.*
Situation: You have to make an unexpected trip and have to borrow a few things from your friends. Ask them to lend you the things indicated. They will answer affirmatively or negatively.

1. your briefcase
   You: **I hate to bother you, but may I borrow your briefcase?**
   Friend: **Of course you may./No, you may not.**
2. your suitcase
3. your new suit
4. your blue tie
5. a pair of socks
6. a white shirt
7. a few handkerchiefs
8. some shampoo
9. your black shoes
10. your pen

3.67. *If we wish to appear a little more polite when making requests we use COULD or MIGHT. There is a feeling COULD and MIGHT are not so strong as CAN and MAY, and perhaps less direct. The use of COULD/MIGHT also implies greater uncertainty about the answer.*
Change the following sentences, using COULD or MIGHT.

1. I want to consult the telephone directory.
   Could/Might I consult the telephone directory?
2. Will you allow me to leave my bicycle here?
3. Do you mind if I interrupt?
4. Let me tell you what I think.
5. Will you let me see your paper?
6. I want to borrow your pen.

3.68. *The negative MAY NOT (colloquially CAN'T) expresses a refusal of permission and is therefore less strong than MUST NOT, which expresses a categorical prohibition.*
Answer these questions in the affirmative or negative in order to grant or refuse permission.

1. *Ann:* May I borrow your pen for a moment, Bob? *(Here you are)*
   Bob: **Yes, of course you may. Here you are.**
2. *Tom:* May I open the window, please? *(It's cold today)*
   Kate: **No, you may not. It's cold today.**

3. May Henry and Alice come to tea today? *(Tudor and Angela are coming, too)*
4. May we sleep on the lawn tonight, daddy? *(It's rather cool and it may rain)*
5. I'll call at your house tomorrow, if I may. *(I'll be in all day)*
6. May I borrow your bicycle, Philip? *(but you must bring it back tonight)*
7. May the dog come into the lounge? *(He's wet and dirty)*
8. Victor wants to go to the fair. May Nick and I go with him? *(You must finish your homework)*
9. May I leave the room, sir? *(but you mustn't play in the school-yard)*
10. May I have another cake, mother? *(You've had three cakes already)*

3.69. Make sentences on the pattern below, using MUSTN'T to express PROHIBITION and MAY to express PERMISSION.

1. We/cycle/on the main road/in the lane
We mustn't cycle on the main road but we may cycle in the lane.
2. The children/bathe/in the river/in the pool
3. Simon/drink/the coffee/the fruit juice
4. Visitors/feed/the monkeys/the birds
5. Skis/be left/in the dining room/in the hall
6. The dog/play/with the slippers/the ball
7. Candidates/use/textbooks/dictionaries

3.70. *MAY expressing PERMISSION is supplemented where necessary by other verbs. The supplementary forms are most often provided by BE ALLOWED/PERMITTED TO, which also overlaps in meaning with MAY in cases where both are possible.* **What do these signs tell people not to do? Use YOU ARE NOT ALLOWED TO.**

1. No talking
You're not allowed to talk.
2. Do not touch the exhibits
3. No smoking
4. No parking
5. Do not walk on the grass
6. No cycling
7. No stopping
8. No left turn
9. No overtaking

3.71. John is 15 years old. Say what he will be allowed to do next year and what he will not be allowed to do.

1. **He won't be allowed to vote next year.**
2. **He'll be allowed to drive a moped next year.**

In Britain the law says you can:

— vote at	18
— drive a moped at	16
— drive a motorbike at	17
— drive a bus at	21
— get married at	18
— get married if your parents agree, at	16
— buy cigarettes at	16
— drink alcohol in a pub at	18
— drink beer or cider with a meal in a pub at	16
— drink soft drinks in a pub at	14
— work part-time at	13
— join the Army, Navy or Air Force at	17

3.72.* Fill in the blanks with MAY/MIGHT or BE ALLOWED TO in the right tense.
Remember: MIGHT alone is used to express PERMISSION in indirect speech, after a reporting verb in the past.

1. The children . . . not . . . go out and play until they had finished their homework.
The children were not allowed to go out and play until they had finished their homework.
2. I asked if I . . . invite my friends over next Sunday.
I asked if I might invite my friends over next Sunday.
3. You . . . not . . . enter without paying.
4. 'Then . . . I send Kate to you?' 'But of course.'
5. You . . . not . . . take that book home unless you fill in a special form.
6. The pupils are very happy; they . . . just . . . hold their dance in the school.
7. You . . . enter the building if you were a member of the club.
8. The children . . . hardly . . . leave the room when they started a game on the playground.
9. When I last went to the library, I . . . not . . . take more than one book.
10. I asked the teacher if I . . . make a suggestion.

3.73. *While still carrying one of the meanings practised above, MAY and MIGHT are frequently used to perform SPEECH ACTS other than statements, questions, negations of possibility, permission, ability. In the affirmative, MIGHT can express a casual command.*
What would you say to Paul in these situations?

1. Paul may go to the post office. You'd like him to post a letter for you.
If you go to the post office, you might post this letter for me.
2. Paul may see Christine. You'd like him to give Christine your regards.
3. He may pass the tobacconist's. You'd like him to buy you the evening paper.
4. Paul may buy a ticket for the football match. You'd like him to get one for you, too.
5. He may go to the library. You'd like him to return a book you have borrowed.
6. Paul doesn't want to go skiing. You think he ought to lend his skis to his brother.

3.74. *MIGHT + PERFECT INFINITIVE can express reproach for the failure to perform an action in the past.*
Change the following sentences, using MIGHT + perfect infinitive.

1. You didn't write to tell me you were coming.
You might have written to tell me you were coming.
2. You didn't phone to ask me to come to the station.
3. You didn't say goodbye to your friends when you left.
4. Why didn't you let me know you couldn't come to my birthday party?
5. Why didn't you show more interest in the discussion?
6. Why didn't you say anything?
7. Why didn't you raise the problem at the meeting?
8. Why didn't you mention it yesterday?

3.75. *In reported speech, MAY is always changed to MIGHT and CAN to COULD. MIGHT and COULD do not change, however.*
Put the sentences below into indirect speech, beginning with HE/SHE SAID ....

1. *Ann:* It may rain later in the day.
Ann said it might rain later in the day.

2. *Bob:* I don't think it will rain, although it might.
3. 'If I knew what the problem was, I could help her.'
4. 'There's no reason to get upset. She may have stopped at the supermarket to buy some food.'
5. I'm not sure if I can come again tomorrow.
6. 'That can't be true, though I suppose he might have said it if he was angry.'
7. If I leave him a message, he can phone me back.
8. If I had left him a message, he could have phoned me back.

3.76. Rephrase the following sentences using MAY/MIGHT + the right form of the infinitive.

1. I shall possibly not be at home when you arrive.
I may not be at home when you arrive.
2. Why didn't she finish before leaving?
She might have finished before leaving.
3. It is possible the train is late.
4. Take your umbrella; it is possible it is raining.
5. Perhaps he will not be able to come.
6. Have I permission to speak now?
7. 'Why don't they phone me?' 'Perhaps they've lost your phone number.'
8. Why didn't you tell me the truth? I'm annoyed with you.
9. 'How did those hikers get lost in the forest?' 'It is possible they didn't have a map.'

3.77. Fill in the blanks with MAY/MIGHT + the right form of the infinitive of the verbs in brackets.

1. *Mr Ross:* I can't find my umbrella. I . . . *(leave)* it on the bus.
2. *Mr Pitt:* If you did leave it there, it . . . *(be)* in the Lost Property Office.
3. *Mr Ross:* Yes, or I . . *(leave)* it at home; I . . . *(forget)* to take it.
4. *Mr Pitt:* Why don't you telephone your wife and ask her?
5. *Mr Ross:* She . . . *(shop)* now. I . . . *(telephone)* at lunch-time.
6. *Mr Pitt:* Has your umbrella got your name on it?
7. *Mr Ross:* Yes.
8. *Mr Pitt:* Well, someone . . . *(find)* it and *(give)* it back to you.

3.78. Read the following excerpt from *The Labours of Hercules* by *Agatha Christie*. Translate the passage into Romanian.

Poirot said:

'Now tell me, Lady Hoggin, the full circumstances of this abominable crime.'

Lady Hoggin flushed.

'I'm very glad to hear you say that, Mr Poirot. For it was a crime. Pekinese are terribly sensitive — just as sensitive as children. Poor Shan Tung might have died of fright if of nothing else.'

Miss Carnaby chimed in breathlessly:

'Yes, it was wicked-wicked!'

'Please tell me the facts.'

'Well, it was like this. Shan Tung was out for his walk in the Park with Miss Carnaby...'

MUST, NEED, HAVE TO

3.79. *MUST is chiefly used to express OBLIGATION and LOGICAL NECESSITY.*

Look at its meanings:

USE	EXAMPLE
1. to express **obligation:** a) imposed by the speaker	You **must be** back by ten o'clock. (You are obliged by me to...)
b) deriving from rules/regulations	Passengers **must cross** the lines by the footbridge.
2. to express **logical necessity** (deduction):	There **must be** some mistake. You **must have left** your handbag at the theatre.
3. to perform **other speech acts:** — **reproach** for doing something	**Must** you **talk** so loudly?
— casual **invitations**	You **must come** and see me some time.
— emphatic **advice**	You **must see** that film. It's very good.

3.80. Answer the questions below. Use MUST to express an *OBLIGATION imposed by the speaker.*

1. *Mary:* Can't I do my work after the visitors leave?
   Mother: **No, you must do it at once.**
2. Can't I wash the dishes later on?
3. Can't Tom take his medicine at bedtime?
4. Can't we go to our room a bit later?
5. Can't Alice iron her uniform tomorrow?
6. Can't we eat after the film?

3.81. *MUST is also used for EXTERNAL AUTHORITY (rules, regulations).*

Situation: At the Zoo, the boys are doing things they mustn't do.

Put in the teacher's words.

1. Andy is walking on the grass.
   Teacher: **Andy, you mustn't walk on the grass.**
2. Tony is opening the zebra's cage. It is contrary to Zoo regulations.
3. Michael is feeding the animals.
4. Victor is eating. His hands are dirty.
5. Dan is riding his bicycle among the flower beds.
6. Frank is picking flowers.
7. Tudor is climbing the fence.

3.82. Write six notices. Use MUST/MUSTN'T to express regulations.

e.g. Passengers must cross the railway by the footbridge.
Dictionaries mustn't be taken away from the reading room.

3.83. *The subject's obligation may also derive from the necessity to fulfil a condition which will make the event possible.*

Respond to the following statements according to the pattern:

1. *Little Simon:* I want to buy a picture book. *(go to the bookshop)*
   Grandmother: **If you want to buy a picture book, you must go to the bookshop.**
2. I want to buy a stamp. *(go to the post office)*
3. I want to be at school at eight o'clock. *(run quickly)*
4. I want to hang a picture on the wall. *(stand on a chair)*
5. I want to get up early tomorrow. *(go to bed early tonight)*

6. I want to get a ten in arithmetic. *(do all the exercises)*
7. I want to see this film. *(buy a ticket)*

3.84. *Absence of obligation/necessity is expressed by NEEDN'T.**) **Tell the teacher that things aren't necessary, like this:**

1. *Teacher:* Now let's go over the lesson again.
   Student: **You needn't go over it again! I understand.**

	Teacher:	*Student:*
2.	I'll explain again.	. . . . .
3.	Let's go over the first part again.	. . . . .
4.	I'll use simpler words.	. . . . .
5.	I'll speak more slowly.	. . . . .
6.	I'll write the rule down.	. . . . .
7.	I'll repeat the demonstration.	. . . . .

3.85. What do you say to the other person in these situations? Use NEEDN'T for absence of obligation, and MUSTN'T for regulations, orders.

1. Someone is shouting at you but you are not deaf.
   You needn't shout. (I can hear you all right. I'm not as deaf as that, after all).
2. You are in a petrol station. Someone is smoking.
   You mustn't smoke here. (You can cause an explosion.)
3. You are talking to a little boy. He is playing with some matches.
4. You are at the Zoo. Someone wants to feed the monkeys.
5. Your father is willing to drive you somewhere. You want to walk.
6. Your father is going to park his car where there is a sign saying, 'No parking'.
7. Victor is in the baby's room. He is going to light a cigarette.
8. Your friend is willing to wait for you but it is not necessary.
9. Your mother wants to help you with your homework. You can do it without her help.

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*) Anomalous NEED is similar in form and meaning to MUST, but is only rarely found in affirmative statements (except in subordinate clauses). It is found almost exclusively in questions and negatives.

NEED may also occur with the meaning of *A AVEA NEVOIE (DE)*. As such it is a non-anomalous verb:

She needs help. She doesn't need advice.

3.86. *In questions MUST and NEED are often similar in meaning, but NEED cannot be used after question words; when using NEED the speaker hopes for the answer NO.*

Ask questions to which the words in italics are the answers. Use MUST.

1. You must work *if you want to make progress.*
   What must you do if you want to make progress?
2. Angela must arrive at the station *before 7 o'clock.*
3. You must train *hard* if you want to win the race.
4. They must *buy tickets* if they want to see the exhibition.
5. The children must go to bed *at eight o'clock.*
6. Steve must learn *a poem* by heart before his English lesson tomorrow.
7. In England motorists must *drive on the left side of the road.*
8. Eliza must buy *a tennis racket.*

3.87. In each of the following sentences somebody is going to do something. Ask if the person or persons concerned need do the things, expecting a negative reply, and give a negative reply.

1. Tom is going to climb the apple tree. There are a lot of apples in a basket.
   Ann: **Need he climb the apple tree?**
   Bob: **No, he needn't.**
2. Lucy is going to telephone Lily. Lily is expecting her.
3. Dan is going to eat pilaff. He doesn't like rice.
4. Susan is going to invite Julia to the party, although she doesn't like her.
5. Barbara is going to wear an evening dress. All the other girls are wearing casual dresses.
6. George is standing. There are enough chairs for everybody.
7. The boys are going to finish the exercise. They can finish it tomorrow, if they like.
8. Mother is going to wash the dishes. Alice can wash them later.

3.88. *MUST is defective, it refers only to present or general time or, possibly, the future. Where specific reference has to be made to other times or aspects, MUST is supplemented by HAVE TO. In addition, the HAVE TO forms often suggest that the obligation is habitual or arises from some external source.*

Respond to the statements below, using HAVE TO in order to indicate HABITUAL OBLIGATION.

1. *Mrs Brown:* The children must wear uniforms today.
   Mrs Green: **What do you mean, 'today'? They ALWAYS have to wear uniforms.**
2. They must start at 9 today.
3. You must pay for yourself tonight.
4. We've got to help our neighbours this week.
5. I've got to leave early today.
6. I must get up early tomorrow.

3.89. *HAVE GOT TO is very commonly used in conversation to express obligation, but it can only be used in the present and the past.*

Answer the questions, as in the first two examples. Use HAVE/HAS/HAD GOT TO.

1. *Ann:* Why can't Henry take Alice to the cinema? *(study for their exam)*
   Bob: **Because they've got to study for their exam.**
2. *Ann:* Why didn't you meet Angela yesterday? *(do the washing)*
   Bob: **Because she'd got to do the washing.**
3. Why aren't you coming to my birthday party? *(work on my graduation project)*
4. Why on earth was Mary so late yesterday? *(visit her aunt first)*
5. Why aren't you going out tonight? *(do my homework)*
6. Why couldn't Alice move to her new flat straight away? *(paint it first)*
7. What time are you going to the exam? *(be there at eight o'clock)*
8. Why couldn't your friends come on the trip? *(take the baby to hospital)*
9. Why can't Dan come to the cinema with us? *(go and see the Principal)*

3.90. *HAVE TO is non-anomalous in the formation of its present and past tense negative and interrogative.*)*

Formulate the questions of a person applying for a job and the answers of her prospective employer using the pattern below.

1. learn shorthand
   Do I have to learn shorthand?
   No, you don't have to, but shorthand's always useful.
2. learn to type
3. learn French
4. buy a typewriter
5. go on a training course first
6. wear a uniform

3.91. Following is a list of activities. Some of them we MUST DO, some we MUST NOT DO, and others we DON'T HAVE TO DO. Make the appropriate sentence for each item.

1. improve our English
   We must improve our English.
2. enter the classroom after the lesson begins
   We mustn't enter the classroom after the lesson begins.
3. leave the classroom during the breaks
   We don't have to leave the classroom during the breaks.
4. stand up when the teacher comes in
5. cross the street against a red light
6. be in time for school
7. be late for school
8. do your homework
9. buy expensive clothes
10. go swimming
11. obey the law
12. disturb your neighbours
13. visit your neighbours

3.92. *SHALL/WILL HAVE TO is very common:*
- *— where words like PROBABLY or PERHAPS are used referring to future time;*
- *— when future habitual obligation is expressed;*
- *— where reluctance, or unpleasant necessity is indicated.*

Put the adverbs in brackets into the right place in the sentence.

1. If we don't have a rest soon, you will have to carry me *(probably)*
   If we don't have a rest soon, you will probably have to carry me.

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*) In contemporary English, the anomalous forms of HAVE as a modal verb *(He hasn't to go. Had he to go?)* are infinitely less common than those with the particle GOT *(He hasn't got to go. Had he got to go?)* or those with DO *(He doesn't have to go. Did he have to go?)*

2. I'll have to finish the book. *(by next month)*
I'll have to finish the book by next month.
3. Betty will have to see a doctor. *(next week)*
4. She will have to go to hospital. *(probably)*
5. We shall have to study in the library. *(every day next month)*
6. If things don't improve, we shall have to ask Victor to help. *(probably)*
7. Although his leg has healed, he will have to use a walking stick. *(always)*
8. I'll have to go to the post office. *(today)*
9. I shall have to get up early when I start work. *(always)*

3.93. Make comments on these situations. Use: WON'T BE ABLE TO and WILL HAVE TO.

1. Alec has just broken his leg. He wanted to play football this afternoon.
Alec won't be able to play football this afternoon. He'll have to stay in bed.
2. Patricia usually catches the 7.15 train. The next one is at 7.45. It is 7.10 now, and Patricia is running out of the house.
3. Tom likes to put sugar in his tea, but the sugar-basin is empty.
4. Adrian wanted to see a football match this afternoon. The form teacher has asked all the pupils to help clean the classroom.
5. Mr and Mrs Barton wanted to drive to the Black Sea Coast, but the car broke down yesterday. Mrs Barton has just booked two plane tickets instead.
6. Tony wanted to go to the disco tonight. It's nine o'clock p.m. now and he hasn't finished his homework yet.
7. David wanted to leave work early today. He wanted to visit his grandparents. The boss asked all the men to do overtime.

3.94. *The past tense equivalent of MUST is HAD TO.*
Situation: The children were in a summer camp last month. There they had to do a lot of things without help from others.
Make sentences on the pattern below:

1. carry luggage
They had to carry the(ir) luggage themselves.
2. chop firewood
3. fetch water
4. clean rooms
5. wash clothes
6. cook meals
7. make beds
8. mend clothes
9. darn socks

3.95. *The negative and interrogative of HAD TO are formed with DID.*
Ask and answer questions about the things Monica had to do at the airport yesterday.

e.g. *Ann:* **Where did she have to go?**
Bob: **She had to go to the check-in desk.**

What to do at the airport:

1. Go to the check-in desk, show your ticket and hand over your baggage.
2. Go through passport control and formalities.
3. Wait for your flight-call in the departure lounge.
4. Go to the flight-gate and board the aircraft.

3.96.* Fill in the blanks with MUST or the present, future, or past form of HAVE TO.

1. If you buy a radio set you . . . buy a licence for it.
2. Railway notice: Passengers . . . be in possession of a travel ticket.
3. Little Simon got lost and . . . ask a policeman the way.
4. I never remember his telephone number; I always . . . look it up.
5. Romanian children . . . take an important exam at sixteen.
6. Mr Adams was in a hurry, so he . . . take a taxi.
7. My grandfather is hard of hearing; he . . . wear a hearing aid all the time.
8. Mr Ross . . . cook his own meals next week because his wife will be away.
9. You . . . see this film. It's really very good.

3.97. Put these sentences into the negative form, so that they indicate absence of obligation or necessity. Use NEEDN'T, WON'T HAVE TO or DIDN'T HAVE TO as appropriate.

1. You must return these books next week. *(this week)*
You needn't return them this week.
2. We had to go to school on Saturday. *(on Sunday)*
We didn't have to go to school on Sunday.
3. You must answer the first ten questions. *(the last five)*
4. You'll have to lengthen the coat. *(the trousers)*
5. Tell him he must come at 5 o'clock. *(at 4 o'clock)*
6. She had to phone Alice. *(write her a letter)*
7. You must talk to the professor. *(his assistant)*

8. You'll have to start work next week. *(before Monday)*
9. They told us we must wait for Betty to arrive. *(for Alfred)*

3.98. Ask questions.

1. Mr Brad must leave soon. *(when)*
   When must Mr Brad leave?
2. Dan had to leave home early to get to work in time. *(why)*
   Why did Dan have to leave home early?
3. The Bartons have to leave for Timişoara next week. *(when)*
4. Alice must speak to the headmaster before the meeting tonight. *(when)*
5. The students had to study the lesson and learn the new words. *(what)*
6. We always have to write compositions for our English lessons. *(what)*
7. Lily has to go shopping this afternoon. *(when)*
8. Her friend has to get ready to leave right now. *(when)*
9. Alfred must send a telegram to his friends right away. *(who...to)*
10. George will have to fill in the form and give it to the secretary. *(what)*

3.99. *Absence of (external/habitual) obligation in the present, future and past can also be expressed by DON'T/DOESN'T NEED TO, SHAN'T/WON'T NEED TO, DIDN'T NEED TO.*

A. Do exercise 3.90. again. Use the following pattern:

1. learn shorthand
   Do I need to learn shorthand?
   No, you don't need to, but shorthand's always useful.

B. Do exercise 3.97. again. This time use NEEDN'T, WON'T NEED TO or DIDN'T NEED TO as appropriate.

3.100. Respond to the following statements using DIDN'T NEED TO to show that an action which had been thought necessary became unnecessary and so (presumably) did not occur.

1. *Ann:* I was just going to telephone Mary when she arrived at our house.
   Bob: **Oh, so you didn't need to telephone her after all.**
2. Philip was going to the doctor's but the pain just disappeared.
3. I thought I would have to carry this box but luckily there was a porter.
4. We were going to the meeting but they told us it was cancelled.
5. Patricia meant to telephone her friend but then she met her in town.
6. I started off to walk but Peter gave me a lift.

3.101. *NEEDN'T + PERFECT INFINITIVE is used exclusively to refer to something which took place in the past but was unnecessary.*

Fill in the blanks with NEEDN'T + the perfect infinitive form of the verbs in brackets.

1. You ... *(wash)* my cardigan. It was clean.
   You needn't have washed my cardigan. It was clean.
2. I ... *(return)* home early. My parents didn't expect me.
3. She could hear you. You ... *(shout)*.
4. She ... *(knock)* at the door. I saw her through the window.
5. The tyres were O.K. You ... *(pump)* them.
6. I ... *(look)* for my pen. It was in my pocket.
7. Mother ... *(call)* the doctor. Monica was all right.
8. The floor was clean. You ... *(polish)* it.

3.102. Join the sentences above using the pattern:
You needn't have washed the cardigan because it was clean.

3.103. Rephrase the following. Use NEEDN'T + present or perfect infinitive.

1. I shan't translate the quotation. I think everybody here understands English.
   I needn't translate the quotation.
2. I translated the quotation not knowing that everybody in the room understood English.
   I needn't have translated the quotation.
3. I shan't write to Alice for she will be here tomorrow.
4. I sent her a telegram, which was not necessary.
5. I shan't go to the shops today. There is plenty of food in the house.
6. I carried the dog and now I see he can walk very well.
7. Why did he go into details? The matter was clear to everyone from the start.
8. I believe you've told him everything. I shan't talk it over with him.

3.104.* Fill in the blanks with NEEDN'T + the perfect infinitive of the verb in brackets or DIDN'T HAVE TO + the present infinitive of the verb in brackets, as appropriate.

1. You . . . *(lend)* Vera your mixer. She has one of her own.
You needn't have lent Vera your mixer. She has one of her own.
2. We ... *(walk)*. The teacher took us in his car.
We didn't have to walk. The teacher took us in his car.
3. 'We've sent for a doctor.' 'You ... *(send)* for him. I am perfectly well.'
4. Everything was done for me. I ... *(do)* anything.
5. My grandfather repaired my old skates, so I ... *(buy)* a new pair after all.
6. I've bought two tins of beans.' 'You ... *(buy)* beans; we have heaps in the house.'
7. Victoria usually has to get up very early but yesterday was a holiday, so she ... *(get up)* early.
8. 'I dictated the letter to her very slowly.' 'You ... *(dictate)* slowly. She can type very quickly.'

3.105. Make comments on the following sentences. Use NEEDN'T + perfect infinitive or DIDN'T NEED TO + infinitive.

1. I filled in a form. Then they told me it was not necessary.
I needn't have filled in a form.
2. We didn't call an ambulance, he was feeling better.
We didn't need to call an ambulance.
3. He introduced himself but that was not necessary. Everybody remembered him.
4. She went to a theatre agency, but she could have got the tickets at the theatre box-office.
5. They didn't call a doctor, Sandra's uncle is a doctor.
6. Why did he go into details? The question was clear to everybody from the start.
7. It was raining all day long so I didn't water the flowers.

3.106. *We also use MUST to express LOGICAL NECESSITY: what we infer or conclude to be the most likely interpretation of a situation or events.*
Say what you infer from the following statements. Use the prompts given.

1. It is getting dark. *(late)*
It must be late.

2. I hear footsteps. *(come)*
Somebody must be coming.
3. Adrian is absent today. *(ill)*
4. I smell smoke. *(burn)*
5. Peter drinks milk with every meal. *(like)*
6. I feel a draft. *(window)*
7. The radio is on in Alice's room. *(listen)*
8. Alice is holding her hand on her forehead. *(headache)*
9. I see a pupil running. *(late)*
10. Mother is in the kitchen and a nice smell is coming from there. *(cook)*

3.107. Say what you learn about the past from the following statements.

1. *Ann:* Peter got to school early this morning.
Bob: **He must have got up early.**
2. Mr Smith found a ticket on his car this afternoon. *(park)*
3. Then he couldn't find his car keys. *(lose)*
4. After he found them, he couldn't start his car. *(run out of petrol)*
5. He phoned his garage but no one answered for a long time. *(busy)*
6. Mr Smith had to take a taxi home. *(angry)*
7. His wife has washed his shirt. It doesn't fit him any more. *(shrink)*

3.108.* Combine the verb MUST with the right form of the infinitive in brackets.

1. Something ... *(upset)* her. That's the only logical reason for her behaviour.
Something must have upset her. That's the only logical reason for her behaviour.
2. 'Kate ... *(be)* angry with you. She left without saying goodbye.'
3. 'She ... *(misunderstand)* me. I didn't mean to hurt her feelings.'
4. People are hurrying along the street with collars and umbrellas up. It ... *(rain)* hard.
5. Virginia ... *(fall)* ill. She looked so pale and tired last night.
6. You ... *(be)* very tired after your journey.
7. 'We ... *(meet)* somewhere, your face seems very familiar to me.' 'Then you ... *(remember)* my name.'
8. Alice ... *(study)* when we rang her up; that's why she didn't answer the phone.

9. The hotels ... *(do)* a tremendous business at this time of year.
10. The dog ... *(recognize)* his master. He did not bark as the man approached the house.
11. The girl ... *(read)* something funny. She was smiling all the time.

3.109. Comment on these situations using MUST or CAN'T/COULDN'T + the right form of the infinitive to express positive or negative deductions about present or past events.

1. I suppose they're going to a wedding. They are buying lots of white flowers.
They must be going to a wedding. They are buying lots of white flowers.
2. 'Philip played tennis this morning', someone says. You know Philip has a broken leg.
Philip { couldn't / can't } have played tennis this morning. He has a broken leg.
3. You can hear piano music upstairs. You know a composer lives there.
4. The three-year-old child has an open book in his hands.
5. 'I suppose they've forgotten our address. Otherwise they would have written.'
6. She looks just like him. I suppose she's his sister.
7. Someone says, 'Victor played chess yesterday.' You are sure he doesn't know the rules.

3.110. *MUST occurs in a variety of SPEECH ACTS which are not statements, questions or negations of obligation.*
Add emphatic advice to these statements. Use MUST.

1. *Competition* is a very good film. *(see)*
You must see this film. It is very good.
2. This dress fits you perfectly. *(buy)*
3. The cake is very nice. *(try)*
4. Christine always give good advice. *(follow)*
5. You have offended your friend. *(apologize)*
6. The new play at the National Theatre has had very good reviews. *(go and see)*

3.111. Put the following sentences into indirect speech. Begin with reporting verbs in the past. Use HAVE TO or BE TO in the tense and form required by the meaning.

1. I must go now.
He said he had to go at once.

2. I needn't go tomorrow.
She told me she wouldn't have to go the next day.
3. I mustn't go out.
He said he wasn't to go out.
4. I must cook my own meals. My mother is away.
5. They must decide what they want to do next Saturday.
6. Mother to son: You mustn't ask Aunt Emily her age. It's not polite.
7. We shall have to walk back along the coast.
8. Mr Martin got lost in London and had to ask a policeman the way.

3.112. *MUST usually remains MUST after reporting verbs in the past when it expresses permanent ruling/prohibition or logical deduction.*
Change the following using MUST.

1. The sentry shouted that everybody was supposed to give the password.
The sentry shouted that everybody must give the password.
2. I realized she probably had the wrong number.
I realized she must have the wrong number.
3. The captain said that it was necessary that all the passengers should stay on deck.
4. It seemed to me she probably remembered meeting you.
5. The regulations made it clear that everybody had the obligation to register.
6. I know that my friends were probably at home.

3.113. Complete the sentences with the correct form of HAVE TO.

1. He arrived too early so he ... wait.
He arrived too early so he had to wait.
2. I was in a hurry so I ... take the bus.
3. You're rather fat. You ... go on a diet.
4. I don't like ... get up in the morning.
5. That building was very old. It ... be demolished.
6. This building isn't very old but it's rather unsafe. It ... be demolished, too.
7. If it goes on raining like that the climbers ... give up.
8. The English teacher told me I ... improve my spelling.
9. They didn't turn up so we ... leave without them.

3.114. Change the following sentences, using MUST, MUSTN'T or NEEDN'T + the right form of the infinitive.

1. The road is wet. I'm sure it's raining.
   It must be raining.
2. He shouted at the referee. Why? It wasn't necessary.
   He needn't have shouted at the referee.
3. This is number 24. I'm sure it's the Martins' house.
4. Driving a car without a licence is prohibited. *(You)*
5. It isn't necessary for you to shout. I can hear you.
6. Daniel looks very angry. I'm sure he's losing.
7. I'm sure you were tired after the dancing.
8. I wish she hadn't interrupted; it wasn't necessary.

3.115. Read the following excerpt from *The Angel in the Corner* **by** *Monica Dickens*. **Point out the modal verbs. Translate the passage into Romanian.**

'Mrs Martin?' she repeated. 'There's no one of that name here.'

'There must be. They live here.'

'They do, do they? Well then, you know something I don't know, for it's the first time I've heard of it. Martin? I never heard the name.'

'They must have let the house, unless they've sold it. Who lives here now? Can I see them? They would know my — Mr Martin's address.'

'No one lives here.' The woman kept her hand on the door, ready to close it. 'At least, not to say lives. It belongs to the National Health, the way I understand it. Being made over into a day nursery, they say. Not that I know. I'm only here to do a bit of scrubbing and washing down.'

'Perhaps they could help me at the Town Hall.'

'Ah, the Town Hall. Well, they might. I couldn't say. Good day, Miss. I've got to get back to my floor.'

WILL, WOULD

3.116. *WILL has two major functions: to express PREDICTABILITY and VOLITION. WOULD is traditionally regarded as the past equivalent of WILL, but it has some shades of meaning of its own.* **Look at the table on page 245:**

USE	EXAMPLE	
	WILL	WOULD
1. to express **predictability:**		
a) concerning a **future** state of affairs (simple future)	It **will rain** during the night.	The weather experts said it **would rain** during the night. *(Future-in-the-past)*
b) about a **present** state of affairs	"The door-bell is ringing." "That **will be** the postman."	This **would be** the house where the writer spent his childhood. *(weaker than WILL)*
c) regarding a **habitual** state of affairs (typical or characteristic behaviour)	Boys **will be** boys. A dog **will obey** his master.	In spring birds **would return** to their nests. *(characteristic behaviour in the past)*
2. to express **volition:**		
a) **willingness** (weak volition)	I **will marry** her tomorrow if she **will have** me.	He said he **would marry** her right away if she **would have** him.
b) **insistence** (strong volition)	I **will go** to the dance, and no one shall stop me. *(determination)* He **will go** swimming in dangerous waters. *(obstinacy)*	We all tried to stop him, but he { **would go** swimming in dangerous waters. { **wouldn't listen** to us.
c) **intention** (intermediate volition)	He **won't listen** to us. "The phone is ringing." "I'll **get** it".	We heard the telephone ring and he said he'**d get** it.
3. in other **speech acts:**		
a) **offers** and invitations	**Will** you **come** to dinner tomorrow?	**Would** you **come** to dinner tomorrow? *(more polite, tentative than WILL YOU...?)*
b) **requests**	**Will** you **show** me the way, please?	**Would** you **show** me the way, please? *(less authoritative than WILL YOU...?)*
c) **orders**, commands	You **will stay** here until I come back.	You **would** better **turn** the TV off. *(softer than WILL)*
d) **requests for permission**		**Would** you **mind** if I left early today?
e) a modest **wish**		I'**d like** to see this film.

3.117. *In the PREDICTABILITY sense of WILL, the speaker makes a 'forecast' about a present event/state of affairs.*
Read the following sentences and translate them into Romanian.

1. This will be the book you're looking for.
2. The girl at the Information Desk will know what time the next train for Suceava leaves.
3. That'll be the postman, I expect.
4. By now they will be having dinner.
5. You will already be familiar with this subject.
6. Don't phone her yet — she will still be sleeping.

3.118. Rephrase the following, using WILL.

1. I am sure this is the house where Ion Creangă lived.
This will be the house where Ion Creangă lived.
2. I am certain you remember I spoke to you about it last week.
3. I am positive these are the school books Creangă wrote.
4. I am positive this is the pen Creangă wrote his stories with.
5. I am sure you are familiar with his stories.
6. I am sure this shop sells souvenirs.

3.119. *WOULD is the tentative form of WILL.* **Rephrase the following using WOULD. Add the words in brackets.**

1. I wonder if your name is Smith. *(by any chance?)*
2. She is probably about fifty now. *(I suppose)*
3. You almost certainly don't know my name, *(of course)*, but I was a friend of your father's.
4. I don't think he is a friend of yours. *(I suppose)*
5. It is unlikely that she is watching television now. *(I suppose)*
6. I wonder if this is *(by any chance)* the letter you're looking for.

3.120. *To refer to past time, we use WILL/WOULD + PERFECT INFINITIVE.*
Rewrite the following, using WILL + perfect infinitive.

1. I am sure you have received my letter by now.
You will have received my letter by now.
2. I am certain you have heard the news.
3. I am sure he told you the details.

4. I am sure the house has been sold by now.
5. I am sure Victor reached home long ago.

3.121. Rewrite the sentences, using WILL or WOULD with the appropriate infinitive form, and omitting any words in brackets.

1. You haven't (by any chance) seen my gloves anywhere, I suppose?
You { won't / wouldn't } have seen my gloves anywhere, I suppose?
2. This is (probably) the dictionary we're looking for.
3. That happened a long time ago — I was (probably) about twelve at the time.
4. Ah! It's half past eight. I think the baby is sleeping now.
5. It is unlikely that grandmother has heard the news.

3.122. *WILL may be used to refer to a typical or characteristic pattern of behaviour or of events.* **Change the following, using WILL.**
Situation: Characteristic habits of my aunt.

1. It's her habit to talk for hours about clothes and films.
She will talk for hours about clothes and films.
2. It's her habit to get up at dawn.
3. Frequently she goes to market first thing in the morning.
4. It's her habit to argue about prices with the farmers.
5. Often she doesn't speak to me and then she's very friendly.

3.123. *WOULD is used to refer to a habitual/characteristic behaviour in the past.*
Replace the words in italics by WILL or WOULD + present infinitive.

1. No wonder the house in cold! You *always go out* and leave the doors open!
2. My headmaster had great authority. Whenever he spoke, everyone *used to listen* attentively.
3. When he had a problem to solve, he *always worked* at it until he found an answer.
4. My sister *persistently leaves* things where other people can fall over them!

3.124. *WILL for present time and WOULD for past time may refer to a quality or defect in a thing which will result in a characteristic state of affairs.*
Complete each short dialogue, using WILL together with one of the verbs in the list. The negative form will be needed in some cases.

seat	bear	fit	reach	suit	work

1. 'Is that ladder long enough?' 'Oh, yes! It ... up to the roof.'
2. 'Is it safe to walk on the ice?' 'Oh, yes! It ... your weight easily.'
3. 'Why haven't you opened the door?' 'This key ... the lock.'
4. 'Shall we say 6.30?' 'Yes, that time ... me perfectly.'
5. What's wrong with that machine?' 'I don't know. It simply ... .'

3.125. *WILL and WOULD also express VOLITION.*
Point out which of the sentences below express WILLINGNESS (weak volition) and which of them express DETERMINATION/OBSTINACY (strong volition).*)

1. If Barbara will conduct a little concert in the drawing room, with Mr. Lomax as soloist, I will attend it willingly.
2. He told me if I would stand by him he would have another try.
3. No, we are not going to fight at all if you'll only let me talk.
4. Alayne's voice came sharply, "I will not have you speak to me like that."
5. He was wet through, but he wouldn't change.
6. It's about forty minutes' walk from here and if you'll come now I'll go with you.
7. It was after midnight and I suggested going, but he would not hear of it.
8. I tell him he can have just as many as I if he will only listen to me.

(E.M. Gordon)

*) Strong-volitional WILL is always stressed and cannot be contracted to 'LL.

3.126. *The negative form of WILL, WON'T, often has the meaning of BE UNWILLING TO or REFUSE TO.*
Change these sentences so that they use WON'T.

1. Mary refuses to wear a hat, in spite of the cold.
Mary won't wear a hat, in spite of the cold.
2. Tom is unwilling to make a serious effort.
3. He refuses to phone his mother even on her birthdays.
4. I refuse to fill in another form.
5. Alice is cross with me. She refuses to talk to me.
6. Michael refuses to wear a tie — even on the most formal occasions.

3.127. *The negative form of WOULD, WOULDN'T, often has the meaning of BE UNWILLING TO or REFUSE TO (for past time).*
Rephrase these sentences so that they use WOULDN'T.

1. I advised her to stay in bed but she refused to listen to me.
I advised her to stay in bed but she wouldn't listen to me.
2. Virginia refused to wear a raincoat even if it poured outside.
3. When I got a low mark at school, mother refused to speak to me for days.
4. The old lady argued with him, but he refused to listen to reason.
5. Tom refused to wear a suit even on the most formal occasions.
6. He had a wound that didn't heal.
7. In spite of the mechanic's efforts, the engine didn't start.

3.128. *WILL can express INTENTION, especially at the moment of decision.*
Situation: You and your friend are going on a long holiday.
You offer to help your friend.

1. *Your friend:* Goodness, I must telephone my friends about the maps.
You: **I'll telephone them for you.**
2. *Friend:* Oh, thanks. And then I must borrow a guidebook from the library.
You: ... .
3. *Friend:* Will you? Thanks. And I must get the tickets, too.
You: ... .

4. *Friend:* Oh, thank you. And I mustn't forget to buy a new film for my camera.
You: ... .
5. *Friend:* Thanks. Oh yes. There are the suitcases to get down from the attic.
You: ... .
6. *Friend:* Oh, would you? I must go to the chemist's you see.
You: ... .
7. *Friend:* Oh, you *are* kind. Now what am *I* going to do?

(after B. Abbs & I. Freebairn)

3.129. *WILL and WOULD are frequently used to perform all kinds of SPEECH ACTS other than the direct ones performed with their literal meanings.*
Rephrase the following using YOU WILL ... for ORDERS, COMMANDS.

1. Teacher to pupils: I want you to do as I say.
Teacher to pupils: You will do as I say.
2. I want you to be here at 8 o'clock in the morning.
3. I want you to bring your own food.
4. I want you to tell your parents we'll be back at 6 in the evening.
5. I want you to sign here.
6. I want you to keep quiet.
7. I don't want you to tell the other children about our project.

3.130. Make polite requests with WILL to get the following responses, as in the first example.

1. *Mother:* **Will you fetch me a coat, please?**
Son: Of course. Shall I fetch your grey coat or your brown one?
2. *Teacher:* ... ... ?
Student: Yes. Do you want to see my history book or my English book?
3. *Girl:* ... ... ?
Sister: Of course. I'd love to make you a new dress.
4. *Policeman:* ... ... ?
Driver: Certainly. Here is my driving licence.
5. *Husband:* ... ... ?
Wife: Certainly. Would you prefer sherry or gin?
6. *Customer:* ... ... ?
Waiter: Certainly, sir. With sugar or without sugar?

3.131. *REQUESTS made with WOULD are more polite than those with WILL and are often used when addressing complete strangers.*)*
Use the prompts below to make polite requests.

1. fill in this form
Would you fill in this form, please?
2. sign your name here
3. write your address
4. give me a receipt
5. take a message
6. post this letter for me
7. tell him I phoned

3.132. *WOULD LIKE*) (short form: 'D LIKE) is a polite equivalent of WANT.*
Change WANT to WOULD LIKE in these sentences.

1. I want to get away for the weekend.
I'd like to get away for the weekend.
2. My friends want to climb Mount Piatra Mare this summer.
3. My brother wants to go with them.
4. Lucy wants to study Italian next year.
5. We want to see the new play that is on at the National Theatre.
6. Mary wants to buy herself a new summer dress.
7. She wants to see the fashion parade first.

3.133. *WOULD YOU LIKE ... ? is a polite way of saying DO YOU WANT ... ?*
Make suitable questions for the answers below, as in the first example.

1. *A:* **Would you like a cup of coffee?**
B: No, thank you. I'd like a cup of tea.
2. *A:* ... ... ?
B: No, thank you. I'd like to play tennis.
3. *A:* ... ... ?
B: No, thank you. I'd like you to turn on the TV.
4. *A:* ... ... ?
B: No, thank you. I'd like a new dress for my birthday.
5. *A:* ... ... ?
B: No, thank you. I'd like a room with a bath.
6. *A:* ... ... ?
B: No, thank you. I'd like you to shut the door.

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*) To sound polite, a WOULD request must have a rising tune at the end. A WOULD request with a completely falling tune sounds either rude or irritated.

*) Either WOULD or SHOULD can be used for the 1st person:

I should like to see that show.
I would like to see that show. } = *I want to see that show.*

3.134. You wanted to do several things but were unable to. Use WOULD LIKE + perfect infinitive.

1. come to the party
   I'd like to have come to the party.
2. buy a better present
3. send some flowers
4. phone sooner
5. leave work earlier
6. go to the dance
7. see that film

3.135. Put these sentences into indirect speech.

1. Tom said to Alice, 'Will you come to the party with me?'
   Tom asked Alice { if she would come to the party with him. / to come to the party with him.
2. The teacher said to Daniel, 'Will you show me your notebook, please?'
3. The secretary said to the candidates, 'You will fill in these forms.'
4. Eliza said to Jenny, 'I'll get the tickets for you.'
5. Mother complained to father, 'Sandra won't wear a coat in spite of the cold.'
6. Diana said to her friend, 'Grandfather will get up very early. He will work for hours at a stretch. He won't listen to the doctor's advice.'
7. Adrian said to Vera, 'Will you come on the trip with us?'

3.136. What does each of these people say in the following situations? Use WILL/WON'T.

1. Mr Martin's wife has a terrible headache. She hasn't any aspirins. What does Mr Martin say?
   I'll go and get you some.
2. The window is open and it's getting cold in the room. Your grandmother is feeling the cold. What does she say to you?
3. There are no apples in the house and Mother would like to make some apple-pie. What does she ask you?
4. Sandra is at a friend's house. The telephone is ringing and Sandra's friend cannot answer because she is in the bathroom. What does she shout to Sandra?
5. Father has left his briefcase in the car. He needs some papers from his briefcase now. What do you say to him?

3.137. Fill in the blanks with WILL or WOULD.

1. Now matter how hard he tried, the engine ... not start.
2. It's no good phoning him at his office. He ... be on his way home now.

3. "... you have dinner with me tomorrow, Christine?" he asked.
4. You ... do as you're told.
5. He told me he would be glad if I ... come.

SHALL

3.138. *In modal as in future meanings, the interpretation of SHALL is limited according to the PERSON of the subject.*
Look at the table below:

USE	EXAMPLE
1. in statements, to express **the speaker's volition:**	
— with 2nd- and 3rd-person subjects:	
a) **willingness** (weak volition) on the part of the speaker	You **shall stay** with us as long as you like. (= I am willing for you ...)
b) **insistence** (strong volition) on the part of the speaker	You **shall obey** my orders. (= I insist that you obey...)
— with 1st person subjects:	
c) **intention** (intermediate volition) on the part of the speaker	We **shall celebrate** this very night.
2. in questions, usually with 1st person subjects, to consult **the listener's volition,** in:	
a) **offers**	**Shall** I **help** you?
b) **suggestions**	**Shall** we **see** a film tonight?
c) **requests for opinion**	What **shall** I **do** now?

3.139. *In positive statements with 2nd- or 3rd-person subjects, SHALL indicates WEAK or STRONG VOLITION on the part of the speaker. (WILLINGNESS or INSISTENCE).*
Rephrase the following sentences using SHALL to express a promise or WILLINGNESS on the part of the speaker.

1. Good dog, I am willing for you to have a bone when we get home.
   Good dog, you shall have a bone when we get home.*)

*) This use of SHALL is rare, except in address to pets or young children.

2. I promise that you will have what you want.
3. I am willing for him to be rewarded if he is patient.
4. I promise that the cake will be divided equally.
5. We will see to it that mother hears the whole story.
6. If the girls want to go to the Zoo so much, I'm willing for them to have their wish.
7. We will see to it that the girls will hear the record, too.

3.140. *SHALL expressing INSISTENCE on the part of the speaker is also of very restricted use (in fairy-stories, regulations and legal documents). The SHALL or SHALL NOT is always stressed.*

Rephrase the following using SHALL to express insistence, threats or regulations.

1. I insist that you obey my orders.
You shall obey my orders.
2. I assure you, you will pay for this!
3. I will make sure that you live to regret this act!
4. He will curse the day he made this decision — I'll see to that!
5. I insist that you do as I say.
6. All competitors are obliged to wear track-suits.
7. Candidates are to show their identity cards at the entrance.
8. No story must exceed 3,000 words.

3.141. Rephrase the following sentences using SHALL NOT with the 2nd and 3rd person.

1. I forbid you to speak to me like that.
You shall not speak to me like that.
2. I won't allow you to go.
3. I will see to it that you don't get your own way.
4. I shan't allow him to interfere.
5. I will not permit him to resign.
6. I forbid you to marry him.

3.142. *Like WILL, SHALL has an intermediate volitional sense of INTENTION which occurs exclusively with a 1st person subject.*

In the sentences below, point out the three kinds of volition expressed by SHALL: weak (willingness/promise), strong (insistence/threats/regulations), intermediate (intention).

1. This book is sold on condition that it shall not be lent, re-sold or hired out without the publisher's consent.
2. You shall do as you like, now and always, my dear little girl.

3. "You shall stay just where you are!" cried Barbara.
4. We shall stop your pocket money if you don't behave.
5. She rose to her feet. "You shall hear from me in the course of the day."
6. Participants shall be no more than twenty-five years of age.
7. I shall have this tree cut down.
8. If he passes the examination he shall have a bicycle.
9. They shall do what I tell them to do.

3.143. *Questions beginning with SHALL I or SHALL WE are the normal way of offering help/an invitation or making a suggestion to another person in English.*

What SUGGESTIONS would you make in response to these statements?

1. 'I'm not feeling at all well today.' *(I)*
'Shall I call a doctor?'
2. 'A new couple have moved in next door.' *(we)*
3. 'I hear it's difficult to get tickets for the concert.' *(I)*
4. 'I don't want to stay in town this weekend.' *(we)*
5. 'I don't know your address.' *(I)*
6. 'I hear there is a good film on at the "Scala".' *(we)*

3.144. And what OFFERS would you make in response to these situations?

1. You're staying with a friend and you've just cleared the table after a meal.
Shall I help you with the washing-up?
2. A little boy is trying to open the window in a train compartment but he can't.
3. An old lady is going up the stairs. She is carrying two heavy bags.
4. You see somebody standing helplessly beside his car, which has broken down.
5. You're visiting a friend, and while she's busy in the kitchen, the door-bell rings.
6. An old man is standing by the traffic-lights. There is a lot of traffic in the street.

3.145. *SHALL is used with the 1st and 3rd persons to ask for the WISHES or OPINIONS of the person who is addressed.*

Rephrase the following, using SHALL.

1. *Mr Ross (to his wife):* What do you want me to tell him?
Mr Ross: **What shall I tell him?**

2. How many tickets do you want him to buy?
3. How much do you want me to give him?
4. What do you wish him to do next?
5. How do you think I should address him?
6. When do you want him to go?
7. Do you want me to ask him to wait?

3.146. *If a member of a group makes a suggestion about an action by the group, he may ask for the OPINION of the rest of the group by using the structure 'LET'S ..., SHALL WE?'*
Use this structure in rewriting the following sentences.

1. I sugest we go to the cinema.
Let's go to the cinema, shall we?
2. Why don't we organize a dance?
3. I think we should go on a picnic.
4. I suggest we meet at 9.
5. How about buying some food?
6. Why don't we have a race?
7. I suggest we go boating on the lake.

3.146. Comment on the following situations, using SHALL.

1. An old lady wants to cross a busy street. You offer to help her.
2. It looks like rain. You'd like to take little Simon out for a walk. You ask for the opinion of your mother.
3. Tudor wants to phone Angela but he doesn't know her phone number. You suggest looking it up in the telephone directory.
4. A member of the school sports club thinks a cycling race should be organized. He asks for the opinion of the club committee.
5. Mother promises her children that the cake will be divided equally among them.

3.147.* Add SHALL or WILL, whichever is correct, in the following sentences.

1. Nobody ... touch it without my permission.
2. I ... not permit that kind of behaviour.
3. None of you ... leave the room till it is tidy.
4. I'm afraid you ... not like what I am going to say.
5. You ... be there at 5 p.m., I suppose.

3.148. Read the following excerpt from the play *Pygmalion* by *Bernard Shaw*. Underline the modal verbs and the infinitives that follow them. Translate the passage into Romanian.

The daughter: I'm getting chilled to the bone. What can Freddy be doing all this time? He's been gone twenty minutes.

The mother: Not so long. But he ought to have got us a cab by this time.

A bystander: He won't get no cab, not until half past eleven, missus, when they come back after dropping their theatre fares.

The mother: But we must have a cab. We can't stay here until half past eleven. It's too bad.

The bystander: Well, it ain't my Janet, missus.

SHOULD, OUGHT TO

3.150. *SHOULD is a less categorical equivalent of MUST both in its sense of OBLIGATION and its sense of LOGICAL NECESSITY. OUGHT TO can be used as an alternative to SHOULD in both senses.*)*
Look at the table below.

USE	EXAMPLES	
	MUST	SHOULD/OUGHT TO
1. to express **obligation** imposed by the speaker:	He **must pay** for the broken window, (... and he *will* do so, because I say so).	He { **ought to** / **should** } pay for the broken window, (...but he probably won't).
2. to express **logical necessity**	Our guests **must be** home by now. (I conclude that they are; they have a fast car and don't live far).	Our guests { **should** / **ought to** } **be** home by now. (I conclude that they are..., but I don't know whether my conclusion is right; they may have had a breakdown).

*) OUGHT TO is normally stressed, whereas SHOULD is normally unstressed.

3.151. *Very often the obligation expressed by SHOULD/OUGHT TO derives from moral or social codes: duty, civility, propriety, what is right, good, wise, reasonable etc., and therefore advisable. As a result, SHOULD and OUGHT TO can be used for SPEECH ACTS such as:*

SPEECH ACT	EXAMPLE
a) **advice** and recommendation:	You { **should** / **ought to** } **stop** smoking; it's so bad for your health.
b) disapproval, **reproach:**	You { **shouldn't** / **oughtn't to** } **use** such dirty language.
	You { **should** / **ought to** } **have attended** the meeting.
c) expressions of **surprise**, disbelief:	Who **should come** in but his former girl friend!

3.152. *SHOULD denotes an OBLIGATION which is considerably less forceful than MUST, and somewhat weaker than OUGHT TO.*
Respond to these questions by saying that you realize your OBLIGATION but that you are not going to fulfil it. Use SHOULD.

1. *Angela:* Are you going to study tonight, or are you going to the cinema?
   Tudor: **I should study, but I'm going to the cinema.**
2. Is your brother going to work on his graduation project, or is he going swimming?
3. Are you going to the library, or are you going to the party?
4. Is your sister going on a diet, or will she keep eating sweets?
5. Are you going to phone Sandra or Vera?
6. How about your friend? Is he going to study, or is he coming with you?
7. Are we to do some more exercises, or are we going to stop?

3.153. Make dialogues on the pattern below. Use SHOULD + CONTINUOUS INFINITIVE to indicate an obligation that is not being fulfilled (at the moment of speaking).

1. Tony/write his composition
   Father: **Is Tony writing his composition?**
   Mother: **He should be writing it, but he isn't.**

2. Margaret/clean her room
3. Sandra/wash her uniform
4. Andy/mend his bicycle
5. Alec/study for the maths test
6. Robin/work on his graduation project
7. Laura/do her translation

3.154. *The origin of the obligation expressed by SHOULD may be the speaker but more commonly it is some other source: duty, civility, propriety, what is thought of as good, correct, sensible, reasonable, etc. and therefore, ADVISABLE.*
Thus SHOULD is a usual way of expressing ADVICE, of indicating a correct or sensible action.
Give advice in case of a summer storm:
Outside: 1. go to low ground 2. stand under trees

1. **Outside, you should go to low ground.**
2. **You should not stand under trees.**

Outside:	**Inside:**
3. stay out of water	7. touch wires
4. stay away from metal fences	8. touch metal things
5. keep on walking	9. avoid open doorways
6. sit in a closed car	10. stand near the window

3.155. What advice would you give people in these situations? Use SHOULD(NT) + CONTINUOUS INFINITIVE.

1. Little Simon has stomachache. He's eating a green apple.
   You shouldn't be eating green apples, Simon.
   You should be eating stewed fruit.
2. Daniel has got a test in physics tomorrow. He's reading a novel.
3. It's raining. Julia is carrying her raincoat in her bag.
4. It's late in the evening. Grandfather is watching TV. He is very tired.
5. Peter has got a cold. He is swimming in the lake.

3.156. *HAD BETTER and SHOULD are used for advice in many situations. Both imply conditions such as 'If I were you, I would ...,' but HAD BETTER has to do with immediate advice, whereas SHOULD refers to general advice.*
Change the sentences below from constructions using IF to others using HAD BETTER or SHOULD.

1. If you don't book tickets, we may not get in.
   You'd better book tickets, or we may not get in.

2. If I were you, I'd pay more attention in class.
You should pay more attention in class.
3. If you don't hurry, you'll be late.
4. If I were you, I'd take his advice before it's too late.
5. It looks cloudy, so if I were you, I'd take an umbrella.
6. If you don't drive more carefully, we'll have an accident.
7. If you thought more about your health, you wouldn't eat so many sweets.

3.157. Respond to the statements below using SHOULD + perfect infinitive. This changes the reference from the present/future to the past and expreses an unfulfilled obligation/duty or criticism of a past situation/action.

1. *Paul:* I'm going to study tonight.
Vera: **It's too late now. You { should have / should've } studied last night.**
2. I'm going to finish my term paper tonight.
3. I'll apologize to Alice tonight.
4. I'm going to say I'm sorry tonight.
5. My friends are going to the library tonight.
6. They are going to study for their test tonight.

3.158. Monica indicates an action which has not been done. David asks if it should have been done.

1. *Monica:* You didn't shave this morning.
David: **Should I have shaved?**
2. You weren't here at eight o'clock.
3. You didn't phone me yesterday afternoon.
4. Paula didn't write to us last week.
5. Susan didn't get in touch with us.

3.159. Situation: Things always go wrong for Mr Smith.
Can you formulate Mrs Smith's critical remarks?

1. *Mr Smith:* This suit is too large. *(try it on) (not buy it)*
Mrs Smith: **You should have tried it on.**
You shouldn't have bought it.

Mr Smith:	*Mrs Smith:*
2. I'm afraid I've caught a cold.	*not open the window* *put on a warm coat*
3. This soup tastes awful.	*not put in so much salt*
4. I tried to go swimming this morning and almost got drowned.	*learn to swim*
5. I'm afraid I've broken all the plates in the kitchen.	*not go into the kitchen at all* *not carry so many plates*

3.160. Make dialogues on the pattern below. Use SHOULD + perfect infinitive continuous.

1. Laura/go to school
Ann: **Was Laura going to school when you saw her?**
Kate: **She should have been going to school, but she wasn't.**
2. Victor/cut the grass
3. Peter/pick apples
4. Alice/water the flowers
5. Julia/cook lunch
6. the mechanic/mend the car
7. Tom/paint the fence

3.161. *SHOULD appears with the meaning of LOGICAL NECESSITY in sentences where the speaker expresses an EXPECTATION, an anticipation of a probable event.*
Add a sentence with SHOULD saying what you expect to be true (in the future). Use the word(s) in brackets.

1. It's cold and cloudy. *(rain/soon)*
It should rain soon.
2. Don't worry about Patricia. *(be back/soon)*
3. Both teams are unbeaten. *(game/exciting)*
4. The mechanic has just repaired the engine. *(run/perfectly)*
5. Professor Barton has a lecture at 10 a.m. and it's 9.30 now. *(arrive/soon)*

3.162. Situation: Grandfather does the same things at the same time every day. Therefore it is easy to tell what he should be doing now.
Make sentences like the example:

1. 6.00/get up
It's six o'clock, so he should be getting up.
2. 6.30/have breakfast
3. 7.00/feed the dog
4. 7.30/do the shopping
5. 8.30/walk in the park
7. 9.30/play chess with his friend
8. 11.00/talk about football
9. 11.30/walk back home

3.163. Make comments on the following situations using SHOULD + present infinitive when you expect something to happen and SHOULD + perfect infinitive when you expected something that did not occur.

1. John studied French at university. He has always enjoyed learning foreign languages.
He should speak French very well now.
2. I wonder why we haven't received any news from aunt Emily.
We should have heard from her by now.

3. My friend Tom left for Ploiești at 10 o'clock. It's 11 o'clock now and it only takes one hour to get from Bucharest to Ploiești by train.
4. During the winter months it gets dark after 5.30 p.m. Now it's almost dark outside.
5. Diana studied for five hours yesterday evening. That's a long time to study without a break. Then she went to bed. *(be tired)*

3.164. *SHOULD appears in a variety of EMOTIVE constructions, to express reactions of uncertainty, surprise, approval or disapproval of an (un)expected state of affairs.*
With WHO, WHERE or WHAT, SHOULD is used in emphatic expressions of SURPRISE. **Complete these sentences.**

1. As I was on my way to the cinema who should I meet ... .
As I was on my way to the cinema who should I meet but my deskmate/form-teacher/parents.
2. As I was walking along the street what should I find ... .
3. As I was sitting in the park who should I see ... .
4. As I was waiting for a tram who should I bump into ... .
5. As I was looking for a book in the library what should I come across ... .
6. As I was on my way to school who should I meet ... .

3.165. Pretend that you are angry. Respond to the following sentences with a question used sarcastically:

Mr Smith:	*Dick:*
1. Who's absent?	**How should I know?**
2. Let's finish this story.	**Why should we?**
3. What time is it?	... ...
4. I think we'll have a test.	... ...
5. Let's continue outside.	... ...
6. What book did you have to read last week?	... ...

3.166. *OUGHT TO may also express the subject's OBLIGATION or DUTY which is not necessarily being fulfilled.*
Look at exercise 3.152 again. Repeat the exercise, using OUGHT TO.

1. *Angela:* Are you going to study tonight, or are you going to the cinema?
Tudor: **I ought to study, but I'm going to the cinema.**

3.167. *Like SHOULD, OUGHT TO can also be used in giving ADVICE, in indicating a correct or sensible action.*
Give advice to a friend who is going on holiday to Brașov.

1. take some warm clothes
You ought to take some warm clothes.
2. go sightseeing
3. visit the history museum
4. climb on Mount Tîmpa
5. see Poiana Brașov
6. visit the market
7. try the local food
8. buy some souvenirs
9. write to your friends

3.168. *Like SHOULD + perfect infinitive, OUGHT TO + perfect infinitive is used to express unfulfilled obligation or to criticize a situation or action in the past.*
Respond to the following statements, expressing criticism of some past situations.

1. *Bob:* I saw the film *Competition* last night.
Ann: **You ought to have seen it long ago.**
2. Mr Barton cleaned his car last night.
3. The men repaired the refrigerator this morning.
4. They finished their work at noon.
5. George read that book last month.
6. He wrote the letter on Tuesday.
7. They sold their car last year.

3.169.* In the following sentences, use OUGHT TO + present infinitive for EXPECTATION with reference to the present, or OUGHT TO + perfect infinitive for expectation with reference to the past.

1. His temperature is going down. He ... *(feel)* better soon.
His temperature is going down. He ought to feel better soon.
2. What's keeping him? He ... *(be)* here a long time ago.
What's keeping him? He ought to have been here a long time ago.
3. It's eight o'clock. The train ... *(be)* here any moment.
4. I sent the letter a week ago. It ... *(arrive)* by now.
5. Look in that cabinet. The files you want ... *(be)* there.
6. The plane is landing right now. It ... *(land)* an hour ago.

3.170. *Sentences with HAD BETTER, SHOULD or OUGHT TO can be written in indirect speech with ADVISE + infinitive or SUGGEST + should.*
Change these sentences into indirect speech.

1. 'You'd better park the car in the car park,' Ann said.
Ann advised me to park the car in the car park.

2. 'You shouldn't worry so much about it', his wife said.
His wife suggested that he should stop worrying about it.
3. 'You'd better go by plane,' the travel agent said to Vera.
4. 'You shouldn't work so hard,' the doctor told Monica.
5. 'You'd better not tell Frank about it,' Susan said to him.
6. 'You ought to visit the Village Museum if you're interested in folk art,' the guide told us.
7. 'You'd better turn the gas off before we leave the house,' Margaret said to me.
8. 'You shouldn't tell lies,' the teacher said to the pupils.

3.171.* In the following sentences, use SHOULD for an obligation you are not going to fulfil and MUST/HAVE TO when the obligation/necessity cannot be avoided.

1. I ... go to school, but I don't feel well. I think I'll stay at home.
I should go to school, but I don't feel well. I think I'll stay at home.
2. Rice ... have water in order to grow.
Rice must have water in order to grow.
3. If you want to become a doctor, you ... go to medical school for six years.
4. I ... write to my friend tonight, but I think I'll wait and do it tomorrow.
5. You ... have a passport if you want to travel abroad.
6. If a door is locked, you ... use a key to open it.
7. Every driver ... have a valid driving licence.
8. I ... wash my clothes today, but I think I'll go to the cinema.

3.172. Complete the following sentences with SHOULD (expectation) or MUST (deduction).

1. *Ann:* I haven't eaten any sweets for two weeks.
Bob: You **must be** on a diet, or you would not be giving up sweets.
Kate: You **should lose** a lot of weight because sweets contain many calories.
2. *Ann:* Victor was elected president of the student union.
Bob: He ... be very popular with the students because he received the largest number of votes.
3. *Kate:* He ... make a good president because he understands the concerns of the students.
4. *Tom:* He ... be an excellent student, too, because you need to have high marks to enter the election.

5. *Ann:* Roger is trying to sell his motorbike.
Tom: He ... get a lot of money for it because it's in excellent condition.
Kate: It ... be giving him a lot of trouble.

3.173.* Fill in the blanks with HAD BETTER (immediate advice) or SHOULD (general advice).

1. a. I don't know the way. I ... buy a map.
I don't know the way. I'd better buy a map.
b. She's always losing her way. She ... buy a map.
She's always losing her way. She should buy a map.
2. a. He looks angry. You ... not interrupt him.
b. You ... n't interrupt him when he's working. It always makes him angry.
3. a. 'I've lost my identity card.'
'You ... be more careful.'
b. 'I've lost my identitty card.'
'You ... go to the police station and report it.'
4. a. I ... n't argue with him. He always loses his temper.
b. I ... not argue with him. He's bigger than me.

3.174. Rephrase these situations. Use SHOULD/OUGHT TO + the right form of the infinitive.

1. I think the keys are in my coat pocket.
The keys { ought to / should } be in my coat pocket.
2. I think there are twelve tickets there.
3. This soup is delicious: have some.
4. Work harder if you want to pass.
5. You may hear from him ... please let me know.
6. The pupil on duty didn't clean the blackboard although he was supposed to.
7. Alice missed the first act of the play because she was late.
8. It is seven o'clock in the morning. My brother always gets up at seven.

3.175.* Fill in the blanks with SHOULD + the present or perfect infinitive of the verbs in brackets.

1. *Mr Ross:* The neighbours ... *(stop)* their children taking our apples. They ... *(not be allowed)* to steal. You ... *(be)* here last night when they came.
2. *Mr Pitt:* You ... *(call)* me. I would have chased them away!
3. *Mr Ross:* You weren't at home. You ... *(be)*, but you were late.

4. *Mr Pitt:* Oh, yes. That's right! I forgot. Well, something ... *(be done)* about those children very soon. Somebody ... *(talk)* to them.
5. *Mr Ross:* Someone ... *(talk)* to them a long time ago.
6. *Mr. Pitt:* Yes, but the important thing now is: what ... *(we, do)* about it now?
7. *Mr Ross:* I know! We ... *(speak)* to the headmaster of their school!
8. *Mr Pitt:* Oh, yes! We... *(think)* of that before. Anyway, we ... *(ask)* him to speak to them tomorrow.

(after: L.A. Hill)

BE TO

3.176. *BE TO + infinitive is similar in meaning to HAVE (GOT) TO and OUGHT TO.*
Look at the table below:

USE	EXAMPLE
1. **AM/ARE/IS TO** expresses **obligation:**	
a) usually imposed by an authority other than the speaker (an **order** or command)	No one **is to leave** this room until the examination ends.
b) a future action determined by a present plan/ **arrangement**	The meeting **is to take place** in Braşov.
2. **WAS/WERE TO** expresses:	
a) the imperative sense of AM/ARE/IS TO in indirect speech	They told me I **was to collect** the papers the next day.
b) an arrangement or programme in the past	He **was to leave** early in the morning.
c) non-fulfilment of a past obligation /arrangement (+ perfect infinitive)	Peter **was to have run** in tomorrow's race but he broke his leg yesterday and wouldn't be running after all.
d) a future-in-the-past	They said goodbye, little knowing that they **were never to meet** again.

3.177. *BE TO + infinitive is used to express orders or plans to be carried out.*
Situation: Tudor is reading a thriller by Agatha Christie. He is telling his brother what the detective's orders are.

1. an investigation
He's to carry out an investigation.
2. the crime
3. a disguise
4. headquarters
5. the accomplices
6. road-blocks
7. a detailed report

3.178. Say the same things with the verb BE TO (in the present or past) and an infinitive (active or passive).

1. You must wait here. It's been agreed upon.
You are to wait here.
2. They had to prepare the school for the children's return.
The school was to be prepared for the children's return.
3. George must get up at once, and so must Emily.
4. Paula had to cut the vegetables and Laura had to peel the potatoes.
5. The telephone bill had to be paid by the 20th of the month.
6. Nobody must leave the barracks till dawn.
7. It is necessary to answer all the complaints within a month.
8. It was necessary for the letters to be posted the next day.

3.179. Rephrase the sentences below by using BE TO in the present or past tense + a positive or negative infinitive to express future actions which have already been arranged or decided on.

1. It has been decided that the meeting will begin at four o'clock.
The meeting is to begin at four o'clock.
2. It had been arranged that the parcels should not be delivered till her birthday.
The parcels were not to be delivered till her birthday.
3. It has been arranged that I shall travel to Arad tomorrow.
4. It has been decided that a second meeting will take place.
5. It had been arranged that the exhibition should not be opened till May Day.
6. The agreement was that we should send paintings made by children.
7. It had been decided that nobody should mention the accident.
8. The decision was that I should not say a word about it to our friends.

3.180. A. *For an arrangement that was made but then cancelled, WAS/WERE + PERFECT INFINITIVE is used.*)*

To practise WAS/WERE TO + perfect infinitive, respond as shown:

1. *Ann:* Did Diana give you the book? *(forget)*
   Bob: **She was to have given it to me, but she forgot.**
2. Did Robert visit the museum last week? *(close)*
3. Did Bob and Adrian study all day yesterday? *(tired)*
4. Did you speak to Tudor yesterday? *(turn up)*
5. Did the Bartons spend their holidays in the mountains? *(change their minds)*
6. Did Alec take a computer programmers' course? *(busy)*
7. Did Henry and Alice meet at five o'clock? *(traffic)*

3.180. B. *In spoken English, SUPPOSED TO + INFINITIVE is often used instead of BE TO + perfect infinitive. In negative sentences, the SUPPOSED TO + INFINITIVE form is preferred.*

Do the exercise again on this pattern:

1. *Ann:* Did Diana give you the book? *(forget)*
   Bob: **She was supposed to give it to me, but she forgot.**

3.181.* Use the correct form of BE SUPPOSED TO + INFINITIVE to show *an action which is (or was) anticipated because of a duty or because of an appointment, schedule, plan, etc. Remember: the use of the past tense form implies that the action did not occur.*

1. Everyone in this office ... *(work)* from eight to four every day.
   Everyone in this office is supposed to work from eight to four every day.
2. We ... *(meet)* our friends here yesterday, but we didn't.
   We were supposed to meet our friends here yesterday, but we didn't.
3. You ... *(sign)* your name in the hotel register.
4. Uncle Victor ... *(arrive)* last night, but he didn't.
5. Doctor Grant ... *(return)* from his holiday before next Thursday.

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*) This tense is used irrespective of the time to which the arrangement referred: a moment which is now past, the present moment or a future moment.

We were to have left at 7 last night.
We were to have been in Braşov now.
We were to have left at 7 tomorrow.

6. The building ... *(be finished)* last month.
7. I ... *(post)* this letter to aunt Emily yesterday, but I forgot to.
8. Everyone ... *(come)* to school before eight o'clock every morning.
9. The plane from Arad ... *(get)* here twenty minutes ago.
10. You ... *(be)* ready to leave at seven o'clock tomorrow morning.

3.182. Put these sentences into indirect speech. Use BE TO to report commands or requests for instructions.

1. He says, 'Wait till I come.'
   He says that we are to wait till he comes.
2. 'Where shall I put it, sir?' he asked.
   He asked where he was to put it.
3. Mr Martin says, 'Meet me at the station.'
4. 'What shall I do with this parcel?' Robin asked.
5. Mother said, 'Don't open the door.'
6. Mr Pitt said, 'If I fall asleep at the wheel wake me up.'
7. The chief-detective said, 'If she leaves the house follow her.'
8. Father said, 'When you go out lock both doors.'
9. The surgeon said, 'Turn on all the lights.'

3.183.* Fill in the blanks with the present or past tense form of BE TO + the present or perfect infinitive of the verbs in brackets.

1. You ... *(stay)* here till I return.
   You are to stay here till I return.
2. Tom ... *(leave)* this morning, but he missed the train.
   Tom was to have left this morning, but he missed the train.
3. I ... *(learn)* swimming during my summer holiday. My parents have aranged it.
4. Why did you leave him behind? You ... *(take)* him with you. Those were your instructions.
5. She decided to take up ballet. She ... *(teach)* by a retired ballet dancer.
6. They decided that newsletters ... *(send)* to all members.
7. The soldier had his instructions and he knew exactly what he ... *(do)*.

8. The Mayor ... *(open)* the new hospital last week but he was taken ill and the ceremony had to be postponed.

DARE

3.184. *The anomalous form of DARE is often used in conversation, but only in questions and negatives.*
Make questions like the example. Add suitable verbs.

1. a tight rope
Dare you walk on a tight rope?
2. a mountain
3. out of the window
4. a bull
5. from a plane
6. into a lion's cage
7. in the woods at night

3.185. Situation: Eliza's parents have strong opinions about the correct way to bring up children. As a result, Eliza daren't do a number of things. **Make sentences.**

1. out with boys
She daren't go out with boys.
2. dancing
3. make-up
4. home late
5. to strangers
6. cigarettes
7. bad language

3.186. *Two common usages of DARE are I DARE SAY (= I suppose) and HOW DARE YOU..? as an exclamation of reproach.*

A. Rephrase these sentences using I DARE SAY in each one.

1. Roger will win the competition, I guess.
I dare say Roger will win the competition.
2. It's just started to rain, but I expect it will stop soon.
3. I suppose we shall see Virginia at the theatre.
4. I suppose there'll be a bar in the foyer so you can have a sandwich.
5. Andy is late, but I expect he'll be here in a minute.
6. David will come home in time for dinner, I guess.
7. I suppose mother will be angry with him if he doesn't.

B. Reproach Tudor for doing these things.

1. tell your mother a lie
Tudor, how dare you tell your mother a lie?
2. contradict me
3. take my pens
4. be rude to your sister
5. steal your sister's toys
6. come in with such muddy shoes
7. put your feet on the table

3.187. *In the present and past tense, DARE and NEED have both an anomalous and a non-anomalous form in the negative and interrogative.*
Rewrite these sentences so that NEED and DARE are used only in their anomalous forms.

1. You don't need to light a fire. It's warm enough in here.
You needn't light a fire. It's warm enough in here.
2. How do you dare to say such things?
How dare you say such things?
3. I bet you don't dare to pull his beard.
4. Does he dare to show himself in front of them?
5. Do you really need to be so rude to her?
6. I don't need to tell you how sorry I am.
7. He doesn't dare to answer back.
8. Do I need to take a map with me?
9. They don't dare to take the exam.
10. Do you really need to drive so fast?

3.188. Situation: Teachers used to be very strict in the old days.
Make sentences like the example.

1. turn up late
Children dared not turn up late.
Children didn't dare (to) turn up late.
2. play truant
3. answer back
4. interrupt
5. be noisy
6. disobey the teacher
7. forget to do their homework

3.189. *As an ordinary transitive verb, TO DARE occurs with the meaning TO CHALLENGE, but it seems to refer only to deeds that require courage, boldness.*
Say that you dared Tony to do these things, but that he didn't dare (to) do them.

1. jump the fence
I dared Tony to jump the fence, but he didn't dare (to) jump it.
2. chase the farmer's cow
3. steal apples from his apple-tree
4. ring Mr Green's bell
5. touch a nettle
6. kiss Jane
7. push John into the water

3.190. In the chart below you will find the most common modal verbs/phrases and their meanings. The same or almost the same meaning can be expressed by several modals:

ABILITY	POSSIBILITY	PERMISSION
can be able to may	can may	can may be {allowed / permitted} to

OBLIGATION	LOGICAL NECESSITY (DEDUCTION, PROBABILITY)	PREDICTABILITY	VOLITION
must need have (got) to should ought to be to	must should ought to	will would	will would shall

3.191.* Which of the four statements after each sentence best shows the meaning of the sentence? Underline it.

1. *Frank mustn't go there.*
   a) He needn't.
   b) He hasn't got to.
   c) He is not to.
   d) He didn't.
2. *Mary can't make plum cakes.*
   a) She is not allowed to.
   b) She is physically unable to.
   c) She doesn't know to.
   d) (a), (b) and (c) are all possible.
3. *Sheila could have gone yesterday.*
   a) She didn't go.
   b) She might have gone.
   c) She went.
   d) Both (a) and (b) are possible.
4. *You ought to have gone there, Paul.*
   a) Paul went there.
   b) Paul might have gone there.
   c) Paul didn't go there.
   d) Paul must have gone there.
5. *Roger might go to the mountains for the weekend.*
   a) He was given permission to go.
   b) He wasn't going to go.
   c) It is unlikely he will go.
   d) It is possible he will go.
6. *Alice can't have been as ill as all that.*
   a) She hasn't been able to.
   b) She may not have been.
   c) I'm sure she wasn't.
   d) She wasn't ill at all.

3.192. Rephrase each of the following statements using the appropriate modal verb.

1. It is advisable for Sandra to see a doctor.
   Sandra {should / ought to} see a doctor.
2. It is advisable for Sandra to have her eyes tested.
3. She promises to go to the doctor this afternoon.
4. She is not able to go at two o'clock.
5. I think she will go at four o'clock.
6. She has permission to leave her three o'clock lesson early.
7. Teachers have the obligation to help their students with their graduation projects.
8. Michael's adviser promised to help him.
9. He told Michael that it was possible for him to have an appointment on Wednesday.
10. Michael asked, "Do you want me to come at five o'clock?"
11. His adviser answered, "Yes, if you are able to."

3.193. Complete the following sentences. Use a modal with the verb in brackets to express the meaning given in italics.

1. After finishing the test ... (go home — *permission*)
2. After taking our exams ... (go away — *ability*)
3. Since it's nearly midnight ... (stop/study — *advisability*)
4. Grandmother is going to the doctor this afternoon so ... (feel/well — *deduction*)
5. The steak isn't done yet but ... (be/soon — *expectation*)
6. I have nothing to do tonight so ... (call on them — *possibility*)

7. Your baby brother is still sleeping so ... (make/noise — *prohibition*)
8. When the waiter comes ... (ask — *request*)
9. They serve five courses at this hotel but ... (eat — *negative obligation*)
10. I have plenty of change so ... (leave/tip — *willingness*)
11. There is trout on the menu ... (order — *desire*)

3.194. Write indirect sentences using the words given in brackets. Put the reporting verbs into the past tense.

1. Victoria */tell/*may/apply/admission/University of Bucharest
Victoria told me she might apply for admission to the University of Bucharest.
2. Mr Brad/*inquire*/how often/have/to/get/car/inspect
3. manager/*state*/will/employ/graduate students
4. Martha/*ask*/how/can/use/time/more efficiently
5. Barbara/*conclude*/must/fail/exam/because of/awful spelling
6. form-teacher/*warn*/must/not/forget/bring/scrap iron/school
7. student/*remark*/would like to/submit/application/grant
8. doctor/*tell*/should/not/lose hope
9. I/*comment*/ought to/go/health resort

3.195. Use appropriate modal verbs and infinitive forms. In some sentences there are two possibilities.

1. It's not raining so heavily now. It ... *(clear up)* soon.
2. You ... *(not copy)* from others during an examination.
3. Tom ... *(not be)* hungry now because he has just had breakfast.
4. I don't know what the trouble is. They ... *(be)* here by now.
5. The students are asking whether they ... *(leave)* early the day before the holiday.
6. I ... *(go)* to the bank to make a deposit. ... *(you come)* with me?
7. You ... *(take)* the clothes off the line before it starts to rain.
8. I ... *(not write)* to him because he phoned me shortly afterwards.
9. We ... *(not, wait)* long. A bus came along at once.
10. Mrs Brown is still working at her desk. She ... *(not, realize)* that it's time to leave.

11. ... *(you, make)* so much noise?
12. How ... *(you, contradict)* your parents?
13. I can't find my identity card. I ... *(leave)* it at home.
14. 'The door ... *(not, open)*.' You ... *(have)* the wrong key.'

3.196. Read the following excerpt from *My Family and Other Animals* by *Gerald Durrel*. Underline the modal verbs. Put the dialogue into indirect speech. Translate the passage into Romanian.

Hardly had we settled into the Strawberry-pink Villa when Mother decided that I should have some sort of education. But where to find this on a remote Greek island? As usual when a problem arose, the entire family flung itself with enthusiasm into the task of solving it.

'Plenty of time for him to learn,' said Leslie; 'after all, he can read, can't he? I can teach him to shoot, and if we bought a boat I could teach him to sail.'

'But, dear, that wouldn't really be much use to him later on,' Mother pointed out, adding vaguely, 'unless he was going into the Merchant Navy or sometging.'

'I think it's essential that he learns to dance,' said Margo, 'or else he'll grow up into one of these awful tongue-tied idiots.'

'Yes, dear; but he doesn't need to learn that sort of thing till later. He should be getting some sort of grounding in things like mathematics and French ... and his spelling's appalling.'

TRANSLATION EXERCISES

3.197. Translate the following into English. Use CAN, COULD, BE ABLE TO or MAY, MIGHT, BE ALLOWED TO wherever necessary.

A.

1. — Știi să înoți?
— Nu, dar voi ști (să înot) la sfîrșitul cursului.
— Eu știam deja să înot cînd aveam șapte ani.
2. Nu pot să scriu cu stiloul ăsta. Pot să-l împrumut pe al tău?
3. Poate rămîne și el aici? Nu, nu are voie, e prea mic.
4. Pot să vin cu dumneavoastră? Da, ne poți însoți.
5. Am putut ieși în grădină după ce a stat ploaia.
6. Vorbește mai tare, nu te aud.

7. Nu am putut să merg la concert aseară; mă durea capul îngrozitor.
8. Aș fi venit mai devreme dacă aș fi putut.
9. Victor va putea juca iar fotbal de îndată ce i se va vindeca piciorul.
10. Aș fi putut să-i telefonez ca s-o felicit, dar am preferat să-i trimit o telegramă.
11. Sînt foarte fericit; am reușit să găsesc dicționarul de care aveam nevoie.

B.

1.* — Poți să-mi spui unde mă aflu, d-le Tronaru, sau Samoilă, sau cum îți mai spune dumitale?
— Adresa n-are nici o importanță, domnișoară. Sîntem în podul Facultății de medicină din București. Locuiesc aici de mai bine de o lună de zile, de cînd am reușit să scap din Ploiești, așa încît sînt gazda dumitale.

2.* Silvia se așezase prostită pe un scaun și-l privea căutînd să înțeleagă ceva din ce i se întîmplase.
— Poți să-mi spui și mie ce-a fost cu răpirea asta?
Tronaru surîse cu blîndețe.
— Domnișoară, lucrurile puteau lua o întorsătură și mai proastă. Domnul Panaitescu, cel care te-a adus pînă aici, te-a substituit poliției noastre, care te urmărește de la moartea tatălui dumitale. N-aș pune mîna în foc că domnii aceia, care, de fapt mă caută pe mine, n-au răsuflat ușurați cînd au aflat azi dimineață că le-ai dispărut de sub nas.

3.* — Nu pricep absolut nimic.
— Dacă mă crezi, nici eu nu știu mare lucru. O să ți se pară curios, dar, în munca noastră ilegală, cu cît știi mai puține lucruri, cu atît mai bine. Îmi dai voie să fac focul, aici se răcește repede. Sîntem la înălțime. Am pentru dumneata un sac de dormit nemțesc, de pe vremea cînd făceam alpinism.

4.* — Vreau să-ți spun un lucru care o să te umple de uimire: mi-e foame.
Tronaru izbucni în rîs și-și frecă fericit palmele.
— Nu puteai să începi cu asta? Sînt cele mai frumoase cuvinte pe care le-ai rostit pînă acum. Ceea ce pot să-ți ofer este un ceai și o conservă. O să trăim militărește, ca pe front. Ca și d-ta, nu am voie să ies din acest imobil.

3.198. Translate the following into English. Use MUST, HAVE (GOT) TO or NEED wherever necessary.

A.

1. Anul acesta am ore după-amiază. În fiecare zi trebuie să fiu la școală la ora 12 fix.
2. Trebuie să merg la Brașov săptămîna viitoare. Se căsătorește fratele meu mai mare.
3. Nu bea apă de la frigider; iar o să te doară gîtul.
4. Va trebui să stai aici pînă se întoarce secretara. Cineva trebuie să răspundă la telefon.
5. Ieri dimineață a trebuit să mă duc după cumpărături pentru că aveam musafiri la cină.
6. E nevoie să arăt legitimația de servici ori de cîte ori vin la această instituție?
7. Trebuie s-o arăt și acum?
8. N-a fost nevoie să-i traduc inginerului articolul căci știe bine englezește.
9. De ce-ai cumpărat și tu fructe? Eu am luat 3 kg de mere, nu mai trebuia să cumperi și tu.
10. — Spune-mi doctore, trebuie să mă duc la Tușnad?

B.

1.* Te vei orienta în funcție de situație. Totul e să pregătești oamenii cu care va trebui să lucrezi. Individul despre care îți vorbesc va sosi cu vagonul de dormit; vine tocmai din Franța.

2. Paul se gîndi că omului îi era foame, avea mîncare puțină și îi fusese o clipă teamă că va trebui s-o împartă cu tinerelul care ieșea (...) deodată din pădure, dar gestul fusese prea brusc (...) ca să însemne numai atît; poate omul se ascundea și nu voia să fie văzut și atunci deodată ....

3. Străinul dormea de atîta vreme încît Paul — care putea să stea multă vreme nemișcat și treaz, amorțise deja, foamea îi trecuse din nou și începuse să creadă tot mai mult că celălalt va dormi toată noaptea în pădure și că va trebui să coboare singur.

4.* În ultima vreme Moromete începuse să se intereseze mult de dezbaterile din parlament, mai ales de cînd aflase că Iorga ia parte la ele. Socotea că marele savant trebuie să fie și un mare om politic, și Moromete urmărea în dezbateri ceva pe care după părerea lui numai un om învățat putea să-l înfăptuiască. „Dacă el spune că face lucrul ăsta, eu îl susțin, credeți-mă, în alegeri", declarase

Moromete la atelier, dar fără să spună care este lucrul acela.

5. — Mergi la plimbare cu mine? o întrebai ridicîndu-mă.
Dădu din cap scurt cu privirea imobilă: „Nu!"
Nici nu trebuia s-o întreb, era clar că nu putea să mă ierte atunci pentru că acceptasem să iau masa cu maică-sa și cu Mircea.

6.* Pe Dorin îl durea nespus de mult să fie pus in situația de a se purta urît cu prietenii, așa cum fusese nevoit să facă în adunarea aceea, dar pe de altă parte ar fi vrut ca și prietenii lui să știe singuri cînd să se oprească. Da, da, Paul nu era de scuzat pentru modul cum se purtase la ședință. Uitase că dacă urmărești un scop, trebuie să dai dovadă de inteligență, nu să te repezi înainte orbește. Și mai trebuie să știi cum să pui problema ca nimeni să nu-ți găsească puncte slabe de care să se lege.

3.199. Translate the following into English. Use SHALL, SHOULD, OUGHT TO or HAD BETTER wherever necessary.

A.

1. Ar trebui să acorzi mai multă atenție ortografiei. Ai o mulțime de greșeli în dictare.
2. Îți promit că vei avea cartea pe care ți-o dorești.
3. — Mîine este ziua de naștere a bunicii. Să-i telefonez sau să-i trimit o felicitare?
— Mai bine ai trece pe la ea; i-ar face mai multă plăcere decît dacă i-ai telefona doar.
4. Fiecare concurent își va suporta cheltuielile de transport.
5. Ar fi trebuit să urmărești programul de aseară de la televizor; a fost foarte interesant.
6. — Să-ți povestesc toată întîmplarea? — Nu, nu este nevoie.
7. — Aș prefera să nu mă duc la operă decît să te las singură acasă.
8. — Mai bine ai fi cumpărat bilete pentru amîndoi.
9. Aș prefera să-ți dai examenul acum decît în sesiunea din toamnă.
10. N-ar fi mai bine să pleci acum ca să te întorci mai devreme diseară?
11. De ce să-l ajut? N-are el nevoie de ajutorul nimănui.

B.

1.* — Dima, să înțeleg că omul tău s-a-mbătat și că nu ne mai aduce nici lemne, nici mîncare? L-au prins sau i s-a făcut frică? Ce se întîmplă cu el?
— Poate e bolnav. Dar mă descurc eu.
Ieșise pe jumătate afară și căuta un punct de sprijin pe acoperișul înghețat.
— Să te ajut? strigă fata la el, privindu-l îngrijorată.
— Nu-i nevoie, nu mă duc prea departe că o să am rău de mare.

2.* Colonelul îi strînse mîna și-i spuse:
— Cel mai greu lucru în meseria dumitale, și trebuia s-o știi de mult, este că nu ai avut și nu vei avea o viață personală. Faptul că te-ai bătut trei ani pe un pămînt necunoscut pentru ideile pe care le servim amîndoi, este cea mai bună dovadă că nu te-ai prea gîndit la viața dumitale personală, nu-i așa?

3.200. Translate the following into English. Use DARE, WILL, WOULD or USED TO wherever necessary.

A.

1. Adrian nu a îndrăznit să-i spună lui Victor că se teme de întuneric.
2. Cum îndrăznești să-l deranjezi? Este atît de ocupat astăzi!
3. Cînd mergeam în vacanță la bunici mă trezeam cu noaptea-n cap.
4. Vrei să-mi aduci un pahar cu apă, te rog?
5. Deși descuiasem ușa, nu se deschidea.
6. De obicei merge la concert o dată pe săptămînă.
7. — Ai umplut rezervorul cu benzină?
— Da, dar motorul nu pornește.
8. Deși am puțin timp liber, am să te ajut.
9. Nu vreți să veniți mai aproape? Se aude mai bine.
10. Am să plec la mare, indiferent dacă vă place sau nu!
11. Am întrebat-o, dar n-a vrut să-mi dea numărul de telefon.
12. — Deschideți vă rog valiza.

B.

1.* Mă mir cum mă suportau între ei, fiindcă după fiecare scandal plecam trîntind ușa și aveam sentimentul că am rupt cu grupul lor pentru totdeauna. Nu, după un anumit timp mă invitau din nou, ca și cum nimic nu s-ar fi întîmplat. Iar eu mă duceam crezînd de fiecare

dată că o să-i găsesc schimbați. De unde! Peste ani, și asta mi se părea formidabil, dădeam peste aceiași oameni, parcă i-aș fi văzut ieri. Ei bine, am sfîrșit prin a rămîne prieteni, vreau să spun că n-a devenit nici unul dușmanul meu înverșunat, după cîte figuri le-am făcut la toți.

2.* — Nu, nu mint, te rog să mă crezi. Am să te duc acolo cînd se va putea. Ți l-aș arăta în seara asta, dar nu se poate. Ușile sînt încuiate, paznicul lipsește trei zile, de aia ne-a adus atîta mîncare, dar imediat ce o să putem ieși de aici am să te duc să-ți arăt liftul, seamănă cu un cupeu regal, eu l-am văzut. (...) Cînd urci ai impresia că ai să ajungi undeva, sus de tot, unde nu mai există acoperiș, cînd ia viteză ți se pare că o să spargă plafonul și cine știe unde o să te oprești. — Destul pentru astă seară. E o foarte frumoasă poveste de Crăciun pe care mi-o spune un om sărac care n-are ce să-mi dăruiască, dar te rog să mă crezi că este la fel de frumoasă ca și acel pom de Crăciun pe care îl înfigea în fața casei și care ți-a plăcut atît.

3.201. Translate the following into English. Use modal verbs wherever necessary.

A.*

1. Ar fi bine să-ți pui paltonul. Altfel s-ar putea să răcești.
2. Ar fi trebuit să fii mai atent cu musafirii.
3. Sandra a spus că ar prefera să locuiască la Suceava decît în Iași.
4. Aș prefera să nu ies diseară în oraș. Am o mulțime de treburi de făcut.
5. N-am înțeles lecția, așa că Dan a trebuit să mi-o explice din nou.
6. Voi putea să plec din oraș de îndată ce termin cu examenele.
7. Trebuie să predau proiectul de diplomă înainte de sfîrșitul săptămînii.
8. Cred că Eduard a fost dezamăgit cînd i-am spus vestea.
9. Vrei să mergi mai încet te rog? Eu nu pot merge așa de repede.
10. Musafirii noștri trebuie să sosească dintr-un moment în altul.
11. Am încercat s-o conving, dar nu voia să mă asculte.
12. Trebuie să fie destul de tîrziu pentru că străzile sînt pustii.

13. Poți să folosești bicicleta mea oricînd dorești.
14. Nu crezi c-ar trebui să te duci la doctor dacă nu te simți bine?
15. Profesorul ne-a spus că nu trebuie să răspundem la toate întrebările.
16. Presupun că aș putea să fac munca asta dacă ar fi necesar.
17. Trebuie să pleci? Nu mai poți să stai puțin?

B.

1.* Era veselă, rîdea de el, dar el nu se supără, începuse s-o înțeleagă; firea ei era așa că vroia să trăiască în voie și bărbatul să nu-i pună pe umeri nici o povară; doar de aceea îl luase pe el și nu pe altul și de aceea fugise de la părinți. Dar ce era de făcut, de unde să facă rost de bani pentru casă? Ea glumea, dar dacă pînă la toamnă frații și surorile lui mai puteau dormi pe prispă, cînd s-o face frig vor trebui să intre înăuntru și atunci unde are s-o culce pe Polina? Ce-are să se întîmple între ei dacă n-or mai avea unde să stea? Pentru că, oricît de ciudat părea lucrul ăsta, ciudat mai ales fiindcă nu-și dăduse de loc seama de el pînă acum, pur și simplu n-avea unde să stea cu ea!

2.* În adevăr Edgar este un tînăr care are multe succese în saloanele din Tîrgul Mare. Vorbește franzuțește de cînd era mic și se pricepe foarte bine la mode și confecțiuni, așa că nu o dată este consultat asupra acestui capitol. Profesia de cronicar *high-life* nu este ușoară, fiindcă trebuie să scrii despre doamne, și damele sînt dificile, pretențioase, capriționase. Spui de una o vorbă bună, superi pe alta; spui rău de alta, atunci nu mai poți pretinde că ești un om galant; insiști cu deosebire asupri uneia, dai loc la bănuieli; neglijezi pe vreuna,îi inspiri o ură primejdioasă. Mai ales într-o societate foarte restrînsă și foarte aleasă ca societatea din Tîrgul Mare, un cronicar de salon trebuie să-și drămuiască atenția cu cea mai mare strictețe. Grea profesie, ce-i drept; însă tînărul Bostandaki, om de spirit și cu educațiune distinsă, a fost parcă născut a fi cronicar *high-life*. Cronicile lui în formă de corespondență, le publică într-un ziar cotidian din cel mai apropiat oraș mare de provincie.

Dar va zice cineva:
— Bine! însă cronicarul este şi el om, mai ales dacă e tînăr; trebuie să aibă şi el simpatiile şi preferinţele, antipatiile sale. El stă într-un colţ al salonului cu carnetul său în mînă şi priveşte la vîrtejul valsului; în acest vîrtej ochii lui trebuie să deosebească între toate pe cîteva, mai graţioase, şi, între aceste cîteva mai graţioase, pe una ne-ntrecută, adorabilă.
— Ei, da, răspunz eu — înţeleg ce spuneţi. Însă cronicarul de salon trebuie să-şi calce pe inimă, să fie discret şi imparţial. Şi asta n-o poate oricine cum o poate Turturel.

4. NON-FINITE MOODS: THE INFINITIVE

FORM

4.01.A. Look at the forms of the infinitive:

	Active Voice		Passive Voice
	Simple Aspect	Continuous Aspect	
The indefinite/present infinitive	**to offer**	**to be offering**	**to be offered**
The perfect infinitive	**to have offered**	**to have been offering**	**to have been offered**

4.01.B. *In most cases (except after defective verbs), we use TO before the infinitive (the long infinitive).*
Look at these examples and translate them into Romanian.

1. I'm going **to write** three letters this evening.
2. I intend **to post** them early tomorrow morning.
3. My brother likes **to read** history books.
4. He wants **to become** a historian.
5. I asked **to speak** to the manager.
6. The manager agreed **to listen** to me.

4.02. *After defective modal verbs and after some modal phrases we use the infinitive without TO (the short infinitive).*
Look at these examples:

1. I **can** speak English.
2. You **should** go now.
3. I **would** like a cup of coffee.
4. You **may** leave now.
5. He **must** work hard.

6. He **would rather** play than work.
7. You **had better** tell him to get down to work.
8. I **dare not** interfere.
9. You **needn't** say anything. I understand.

4.03. In the sentences below, underline the verbs and expressions followed by the infinitive without TO. Translate the sentences into Romanian.

1. You needn't light a match; I can see well enough.
2. Why not phone him?
3. Each competitor shall wear a number.
4. I saw him enter the house.
5. She made me hurry; she wanted us to leave as quickly as possible.
6. There was nothing to do but wait till he came back.

4.04. Add either a long or a short infinitive to the verbs listed below as in the first two examples.

1. want
I want to see him.
2. should
I should see him.
3. would like
4. shall
5. might
6. intend
7. could
8. had better
9. ought to
10. agree
11. would rather
12. will

4.05.* Put the verbs in brackets into the right form: the infinitive with TO or without TO.

1. Would you *(like)* *(win)* the first prize?
Would you like to win the first prize?
2. I should *(like)* *(visit)* Bran Castle on the journey back home.
3. I expect *(meet)* my friends in Brașov.
4. They are *(arrive)* at eight o'clock, but I ought *(get)* there earlier.
5. They would *(laugh)* *(see)* you with that funny hat on.
6. This must *(be)* the hotel they were talking about.
7. They hope *(win)* the tournament on Sunday.
8. I mean *(have)* another try if I can *(participate)* in the competition.
9. Do you really think he used *(live)* here?
10. I would rather *(wait)* a few days; they might *(phone)* us.
11. Need you *(leave)* your papers lying all over the floor?
12. Will you *(have)* enough money *(buy)* the album?

13. She made us *(work)* all morning. Then she let us *(go)*.
14. Were you able *(finish)* your work?
15. I heard her *(leave)* the house although she didn't want anybody *(hear)* her.

4.06. Rephrase each pair of sentences below using the simple or continuous aspect of the infinitive as appropriate.

1. I was in the bath. The telephone rang.
I happened to be in the bath when the telephone rang.
2. Peter was talking about Alice. Alice came into the room.
Peter happened to be talking about Alice when she came into the room.
3. I was waiting at a bus-stop. Our form-teacher drove past.
4. The boys were on the playground. The inspector arrived.
5. Mr Smith was in the hotel. The fire started.
6. He was sitting in that restaurant. They called the fire brigade.
7. The policeman was there. The accident happened.
8. You were passing by. The event took place.
9. The old man was walking past a hospital. He had a heart-attack.
10. The children were in the street. The earthquake occurred.

4.07.* Put the verbs in brackets into the active or passive infinitive as appropriate.

1. I expect *(see)* him soon.
I expect to see him soon.
2. He ought *(punish)* for what he did.
He ought to be punished for what he did.
3. They are preparing *(go)* on holiday.
4. We expect *(receive)* his letter in a few weeks.
5. The final examination has *(take)* by all the students.
6. The statistics in the report ought *(check)* very carefully.
7. The plant died because she neglected *(water)* it.
8. The letters which need *(answer)* immediately are usually put in a special folder.
9. These books have *(return)* to the library.
10. Please give me a vase *(put)* the flowers in.

4.08. *The PERFECT INFINITIVE (to have arrived, etc) is used for ANTERIORITY. It indicates actions completed before a certain moment or action (in the past, present, or future).*
Make one sentence out of two, by using the present or perfect infinitive as appropriate.

1. I'm late. I'm sorry.
I'm sorry to be late.
2. I have forgotten your book. I'm sorry.
I'm sorry to have forgotten your book.
3. Alec passed his examinations. He is relieved.
4. When Alec's mother hears this news, she'll be relieved, too.
5. Alec's father will be excited when he sees the examination results.
6. His grandmother has forgotten the date of his exam. She feels embarrassed.
7. Alec has got a very good mark in his exam paper. He is surprised.
8. He was amazed when he saw the examination results.
9. Alec received many congratulations on his success. He felt embarrassed.
10. I met Alec yesterday. I was delighted.

4.09. Restate these sentences. Use either the present or the perfect infinitive passive as required.

1. Dan will be elected president of the club. We are certain of it.
Dan is certain to be elected president of the club.
2. Mary is thrilled because she has been chosen for the tennis team.
Mary is thrilled to have been chosen for the tennis team.
3. Christine will be excited because she'll be asked to sing at the school festival.
4. I'm thrilled because I am invited to the children's festival.
5. Tudor is proud because he has been elected captain of the football team.
6. Your new gates will be fixed tomorrow. We are certain of it.
7. Henry is happy because someone has introduced him to Alice.

4.10. Comment on the following situations using the perfect infinitive continuous.

1. Emily was watching TV while David was washing up.
I didn't expect Emily to have been watching TV.
2. I saw Mr Grant running after a bus. He has a weak heart.
3. Roger was looking at Patricia while the teacher was speaking.
4. Frank was reading a detective story last night instead of going to bed.
5. Henry is engaged to Alice. He was thinking about Mary.
6. John was chewing gum during the music lesson.
7. Mr Smith was driving home at 10 p.m. He had finished work at 5 p.m.

4.11. Forms of the infinitive. Revision exercise.
A. What is the perfect form of the following infinitives (active voice)?

1. to see	5. to sleep	9. to sing	13. to believe
2. to eat	6. to be	10. to stay	14. to know
3. to stop	7. to cry	11. to get	15. to say
4. to offer	8. to have	12. to grow	

B. What is the continuous form of these infinitives (indefinite, perfect, active voice)?

1. to travel	4. to run	7. to write
2. to listen	5. to study	8. to play
3. to dance	6. to swim	9. to rain

C. Give the passive forms of the following infinitives (indefinite and perfect):

1. to give	4. to write	7. to appoint
2. to introduce	5. to choose	8. to prove
3. to forget	6. to elect	9. to notice

4.12.* Put the verbs in brackets into the required infinitive form. Use the active voice.

1. The girl pretended *(read)* a book and not *(notice)* me.
2. It is thoughtful of you *(book)* the tickets well in advance.
3. He seems *(look)* for trouble.
4. The river was reported *(overflow)* the banks and *(advance)* towards the suburbs of the city.

5. It seems *(rain)* ever since we came here.
6. How fortunate he is *(travel)* all over the world and *(see)* so much of it.
7. He appears *(speak)* practically all European languages; he is said *(learn)* them while travelling.
8. He is supossed *(work)* on the translation of the book for two years.

4.13. Use the appropriate form of the infinitive, in the active or passive voice.

1. I hate *(bother)* you, but the man is still waiting *(get)* a definite answer.
2. He hated *(bother)* with trifling matters when he had many more important questions *(decide)*.
3. The man seemed *(study)* me, and I felt uneasy in his presence.
4. The only sound *(hear)* was the ticking of the grandfather clock downstairs.
5. The book was believed *(lose)* until the librarian happened *(find)* it during the inventory. It turned out *(misplace)*.
6. She would never miss a chance *(show)* her efficiency; she was so anxious *(like)* and *(praise)*.
7. We seem *(fly)* over the sea for quite a time and there is yet no land *(see)*.
8. I believe he deserves *(know)* how the matter stands and *(tell)* all about it.
9. The strength of the metal proved *(overestimate)* by the designer.
10. The engineer claimed *(warn)* us against its use as he had always been sure it was likely *(deform)*.

4.14. *Infinitives are generally made negative by placing NOT before them.*
Negate the infinitives in the sentences below.

1. *Bob:* Mrs Barton asked her daughter *to stay* out late at night.
   Ann : **That's not true. She asked her daughter NOT to stay out late at night.**
2. The couple decided *to go* to that restaurant again.
3. Adrian expects *to be drafted* before he finishes secondary school.
4. Alec swore *to see* Alice again.
5. Mr Brad desires *to be disturbed* for an hour.
6. Peter's parents warned him *to come* home late.

7. Frank seemed *to understand* the instructions that were being given to him.

4.15. Rewrite these sentences using negative infinitives.

1. I don't see Alice here. I'm surprised.
   I'm surprised not to see Alice here.
2. I didn't arrive early. I'm sorry.
   I'm sorry not to have arrived early.
3. Victor is upset because he hasn't heard from Alice.
4. I was glad when I didn't see him in the room.
5. I don't remember your name. I'm embarrassed.
6. My brother was angry after he didn't catch the bus.
7. He was surprised because he didn't find his season ticket in his pocket.
8. Tom isn't a good student. He's ashamed.

4.16.* Add NOT to each sentence below. Decide whether you should negate the finite verb (a) or the infinitive (b).

1. I'm *(a)* ready *(b)* to go because I've still got to iron my dress.
   I'm not ready to go because I've still got to iron my dress. *(a)*
2. I was *(a)* angry *(b)* to find the book because it meant I couldn't use it.
   I was angry not to find the book because it meant I couldn't use it. *(b)*
3. It's a pity Vera is *(a)* free *(b)* to come with us tomorrow. We shall miss her.
4. He is *(a)* determined *(b)* to lend her any more books.
5. Fred is *(a)* sure *(b)* to be able to play in the football match tomorrow because he has just broken his leg.
6. Mrs Ross was *(a)* at all pleased *(b)* to hear that her son had failed the exam.
7. Uncle David was *(a)* sorry *(b)* to finish his treatment at the dentist's yesterday.
8. The party was spoiled for her; she was *(a)* so unhappy *(b)* to see her friend there.

4.17. *The particle TO is used to avoid repeating both the infinitive and what follows it.*
Get rid of the repeated material in the following examples.

1. I'm not sure if I could ever learn to dance properly but I'd like to learn to dance properly.
   I'm not sure if I could ever learn to dance properly but I'd like to.

2. If I don't happen to remember to ring up Mr Brad, would you remind me to ring up Mr Brad?
3. I know I ought to cook this morning but I don't intend to cook this morning.
4. Mr Barton says he's going to move to another school but I wonder if he really means to move to another school.
5. Alec means to go to the football match on Sunday but I don't want him to go the football match on Sunday.
6. We should like Lily to study engineering but we don't really expect her to study engineering.

4.18. Complete these sentences with verbs followed by the TO substitute.
Choose from:

want		intend	ought to	be able to
promise	try	going to	have to	

1. 'Shall I help you?' 'Yes, if you . . . .'
'Shall I help you?' 'Yes, if you want to.'
2. Don't promise to help if you . . . .
Don't promise to help if you aren't able to.
3. Vera wrote to her friends as often as she . . . .
4. I didn't invite Alec to the party because I . . . .
5. 'Have you invited Victor?' 'Not yet, but I . . . .'
6. 'Must you make such a noise?' 'I'm sorry, but I . . . .'
7. 'Has Henry asked Alice to marry him?' 'No, but he . . . .'
8. 'Will you pass the examination?' 'Well, I . . . .'

4.19. In the sentences below use TO, NOT TO, HOW TO or nothing, taking into account that:
— the negative of the TO substitute is NOT TO;
— the substitute for infinitives preceded by HOW (show, know, etc) is HOW TO;
— the TO substitute is sometimes omitted in informal usage.

1. We haven't entered for the competition yet, but we intend . . . .
2. The guests got up to leave, but their hostess begged them . . . .
3. I would like to help him but I don't know . . . .
4. He really should leave early, but he's not likely . . . .
5. His wife asked him to post the letter but he forgot . . . .

6. Don't do that! I've told you before . . . .
7. They don't live in the country but they used . . . .

USE

4.20. Look at the main functions of the infinitive:*)

FUNCTION	EXAMPLE
Subject	**To be** a student is a difficult job.
Direct object	I have always liked **to study** languages.
(Prepositional) object of a verb, adjective	Would you care **to go** for a walk?
	I'm afraid **to leave** her alone.
Predicative	My goal is **to get** good marks.
Attribute	The thing **to do** is to work hard.
Adverbial	**To be** honest, I hate cold weather.
	We came here **to work.**
	The pudding is delicious **to eat.**

THE INFINITIVE AS SUBJECT

4.21. *The INFINITIVE is used as a SUBJECT with intransitive verbs, a few transitive verbs, verbs of emotion, causative verbs, BE + adjective.*
Change these sentences so that infinitive subjects are used after anticipatory IT.)**

1. To lie on the beach is relaxing.
It is relaxing to lie on the beach.
2. To swim in the sea is invigorating.
3. To drink cool water is refreshing.
4. To smoke cigarettes is bad for your health.
5. To eat sweets is enjoyable.
6. To lose weight is difficult.
7. To exercise takes time.

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*) This chapter is based on: Alexandra Cornilescu — *English Syntax, Volume Two*, TUB, București, 1982..

) In 20th century English, most infinitive subjects are introduced by anticipatory IT or are replaced by gerunds or verbal nouns. e.g. **It takes skill *to play* tennis. *Playing* tennis takes skill.

4.22. Rephrase these sentences using the idiomatic construction IT TAKES/IT COSTS + noun phrase + infinitive. Pay attention to the way the sentences are translated into Romanian.

1. Your letter took two days to reach me.
   It took your letter two days to reach me.
   (I-au trebuit două zile scrisorii...)
2. They will take four hours to reach the top of the mountain.
3. Vera learnt to speak English well in only three years.
4. My mother takes only a few minutes to dress.
5. Politeness will not cost you anything.
6. Tudor usually takes two hours to do his homework.

4.23. Complete these sentences with appropriate infinitives.

1. It's difficult .... a foreign language.
   It's difficult to learn a foreign language.
2. It's necessary ... some new words every day.
3. It's vital ... speaking English as often as possible.
4. It's useful ... books in the original.
5. It's helpful ... an English-Romanian dictionary.
6. It's easy ... from English into Romanian.
7. It's possible ... English books in second-hand bookshops.

4.24.A. *The object of the infinitive after some of the adjectives above can turn into the subject of the finite verb.*
Rephrase the following sentences in this way.

1. It's difficult to reach *the books on the top shelf.*
   The books on the top shelf are difficult to reach.
2. It's easy to read *this book.*
3. It can be dangerous to cross *main roads.*
4. It is hard to replace *machinery.*
5. It is interesting to solve *crossword puzzles.*
6. It was amusing to watch *the pantomime show.*

3.24.B. Fill in the blanks with suitable adjectives from the previous exercise.

1. Mistakes are ... to make.
   Mistakes are easy to make.
2. The mountain is ... to climb.
3. The monkey is ... to watch.
4. Fruit is ... to buy.
5. This river is ... to cross.
6. Grapes are ... to get in winter.
7. Old letters are often ... to read.

4.25. FOR-TO INFINITIVE. *The subject of the infinitive is usually introduced by FOR.*
Insert a prepositional phrase beginning with FOR in each sentence below so that it becomes the subject of the infinitive.

1. It's necessary to finish the work in time. *(for us)*
   It's necessary for us to finish the work in time.
2. It's difficult to find a solution. *(for me)*
3. It's impossible to stop smoking. *(for many people)*
4. It's still possible to get there on time. *(for them)*
5. It's important to practise every day. *(for gymnasts)*
6. It's easier concentrate without all that noise. *(for me)*
7. It's vital to keep a strict diet. *(for him)*

4.26. Rephrase the following sentences containing adjectives that denote human qualities in order to practise the pattern: *adjective + OF + (pro)noun + infinitive.*

1. Old Mrs Green would be brave to buy a car.
   It would be brave of her to buy a car.
2. She'd be silly not to learn to drive.
3. She'd be sensible to go to a driving school.
4. She'd be wise to get somebody to advise her.
5. Her husband is clever to guess there's something on her mind.
6. He's unkind to ask her what she wants.
7. He's nice to offer to help her.

THE INFINITIVE AS DIRECT OBJECT

4.27. *Infinitives often function as DIRECT OBJECTS with SIMPLE TRANSITIVE VERBS (that have to do with responsibility, control, success of an action, process, change of state), such as:*

arrange	decline	learn	omit	venture
attempt	endeavour	manage	refuse	

Answer these questions in order to practise verbs followed by the infinitive as a direct object.

1. What do students **endeavour** to do before an exam?
2. What do mountaineers **attempt** to do?
3. What may happen if you **venture** to stroke a stray dog?
4. What may happen if you **omit** to lock the door when you leave?

5. If you've got toothache, where must you **arrange** to go?
6. What are you **learning** to do?
7. What do stubborn people **refuse** to do?
8. What have we **managed** to send to other planets?

4.28. *The following two classes of verbs may also have the infinitive as a DIRECT OBJECT:*

begin, start, continue, cease*	bear, afford, ** deserve, need*

Answer these questions:

1. If someone works hard, what does he **deserve?**
2. What can't you **afford** to do before a test?
3. What must you **continue** to do after you finish school?
4. What should you **pause** to do before you act?
5. After you enter for a competition, what will you **begin** to do?
6. What do absent-minded people **need** to do? *(M. Berman)*

4.29.A. *Infinitive phrases can also function as DIRECT OBJECTS with verbs of LIKING/DISLIKING and INTENTION.* **Here are some of them:**

desire	expect	intend	mean	prefer	want
dislike	hate	like	plan	propose (= intend)	wish

Answer these questions to practise verbs followed by the infinitive as direct object. Choose from: *intend, want, hope.*

1. *Ann:* Why is Christine joining the queue? *(buy a ticket)*
   Bob: **Because she wants to buy a ticket.**
2. Why is George running? *(catch the bus)*
3. Why are your friends working late? *(finish the job)*
4. Why is Monica waiting on the corner? *(see the film star)*
5. Why is Sandra waiting outside the phone-box? *(make a call)*
6. Why are the Bartons saving money? *(buy a car)*

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* These verbs can also be followed by a gerund (see 5.14 and 5.53).

** AFFORD and BEAR are generally used with CAN, and normally occur in the interrogative or negative: *Can you afford to run a car? I can't bear to watch that.*

7. Why are the team training so hard? *(win the match)*
8. Why is Peter learning to drive? *(become a driver)*

4.29.B. Situation: Mr Foster apologizes politely for doing various things.
Put in his apologies.

1. *Mr Ross:* You've hurt my feelings!
   Mr Foster: **I'm sorry; I didn't mean to hurt your feelings.**
2. *Mr Ross:* You've torn my jacket! *Mr Foster:* . . . .
3. You've broken my glasses! . . . .
4. You've drunk my coffee! . . . .
5. You've taken my chair! . . . .
6. You've spilt my lemonade! . . . .
7. You've forgotten my birthday! . . . .

4.30. *Infinitives often function as DIRECT OBJECTS with verbs of MENTAL PERCEPTION.* **Work in pairs or small groups, making a list of reminders. Suggested reminders:** *Don't forget to.../Remember to...*

1. *leave house:*
   — turn off/fires/heating/...;
   — lock doors/...;
2. *train journey:*
   — buy some fruit/.../... at the station;
   — wear something comfortable/not too smart;
   — take change of clothes for younger brothers/toys/. . ./. . ./. . . ;
3. *car journey:*
   — check the oil/. . ./. . ./. . . ;
   — take an extra can of petrol/spare parts/. . ./. . ./. . . ;
4. *date:*
   — be on time/polite/. . ./. . . ;
   — wear a suit/a smart dress/. . ./. . . ;
   — talk about. . . .

4.31. *Verbs of LINGUISTIC COMMUNICATION may have the infinitive as a DIRECT OBJECT:*

ask	conclude	threaten
claim	profess	

Write sentences with the prompts given. Use various tenses.

1. afford/waste/time
   I can't afford to waste any time.

2. ask/listen to
3. arrange/go/trip
4. threaten/damage/machine
5. profess/be/expert
6. intend/repair/damage
7. manage/avoid/accidennt
8. claim/descend/old familly
9. want/complete/on time

4.32. *Some of the verbs followed by an infinitive as a direct object can also be followed by a THAT clause.* **In the sentences below change the infinitive phrases to THAT clauses.**

1. He claimed *to be* an expert in such matters.
He claimed that he was an expert in such matters.
2. The student pretended *not to understand* the teacher's question.
3. The defeated champion swore *to win* back his title.
4. The boy threatened *to become* a sailor.
5. No teacher would profess *to know* all the answers.
6. The police claim *to have found* the lost child.

THE INFINITIVE AS PREPOSITIONAL OBJECT

4.33. *The infinitive construction may start out as a PREPOSITIONAL OBJECT after certain verbs and adjectives.* **Look at some of the verbs in this group:**

a) apply for, bother about, consent to, fail in, hesitate about, insist on, persist in, plead for, pray for, proceed with, strive for*,

b) ache over, care for, long for, rejoice at, shudder at*, etc.

Answer the following questions:

1. If you don't prepare enough before an exam, what will you **fail** to do?
2. When you're unsure, what do you **hesitate** to do?
3. What didn't he **bother** to do before he opened the door?
4. When it's very hot, what do people **long** to do?
5. What do blood donors **consent** to do?
6. When the man stood up in the meeting, what did he **proceed** to do?

* The preposition of the verb is omitted if it immediately precedes the infinitive phrase/clause:
What we decided on was for Peter to represent us. But:
We decided for Peter to represent us.

4.34. Situation: George is packing to go for a week in the country. He is asking advice about things to take. **Make predictions using IT'S BOUND + infinitive. Choose between WET and COLD.**

1. *George:* Shall I pack my thick sweater?
You: **Yes, it's bound to be cold.**
2. *George:* And what about a game of chess?
You: **Yes, it's bound to be wet.**
3. *George:* Shall I pack my gloves? *You:* ...
4. *George:* What about my umbrella, then? *You:* ...
5. *George:* What about taking a blanket? *You:* ...
6. *George:* Shall I pack my muffler? *You:* ...
7. *George:* And what about a pack of cards? *You:* ...
8. *George:* Shall I pack my wellington boots? *You:* ...

4.35. Write sentences based on the facts described below, beginning your answers as suggested. Use infinitive phrases after the verbs given.

1. The lifeguard caught sight of the drowning man. *He endeavoured ...*.
He endeavoured to rescue the man from drowning.
2. He opened the door without knocking first. *He didn't bother ...*.
3. David proposed to Barbara yesterday. *She agreed ...*.
4. Mr Miller is an absent-minded man. *He tends ...*.
5. Tudor is a blood donor. *He has volunteered ...*.
6. My friends had nowhere to stay. *I offered ...*.
7. Michael works very hard. *He deserves ...*.
8. My holiday begins next week. *I plan ...*.

4.36. *There is a number of adjectives after which the infinitive construction may also start out as a PREPOSITIONAL OBJECT:*

able	careful	eager	prepared	sorry
afraid	certain	fit	proud	unable
angry	concerned	glad	ready	welcome
anxious	content	pleased	relieved	willing

Was Philip glad, delighted, sorry, surprised or disappointed to hear these things? Make sentences.

1. ... that Laura could not come on the trip.
Philip was sorry to hear that Laura could not come on the trip.
2. ... that he had passed his examination.

3. . . . that he had not been chosen for the school football team.
4. . . . that the weather was going to be better.
5. . . . that his uncle was very ill.
6. . . . that he had just won the maths competition.
7. . . . that his aunt was getting better.
8. . . . that the storm had blown down a tree.

4.37. *Many of the participles that denote feelings are also adjectives.* **Make sentences using the table below.**

He was	amused pleased/satisfied delighted/overjoyed surprised amazed/astonished overwhelmed excited/thrilled flattered/gratified	to	receive the invitation. arrive so quickly. see her there. find her so agreeable. find her so interested. have such encouragement. succeed so easily. find his reputation so high.

4.38. Rephrase these sentences so that each contains an infinitive.

1. When Emily found nobody at home, she was astonished. **Emily was astonished to find nobody at home.**
2. Tom was amazed when he saw the elephant pick up a pin.
3. When he saw the ducks standing on their heads he was very amused.
4. Laura was cross when she found that her sister had borrowed her long dress.
5. Christine was glad when she got out of the house before Laura found out.
6. She was relieved when she discovered Laura hadn't told her mother.
7. She was surprised when she saw how angry Laura was.

4.39. Situation: Preparing for the party.
Put in Mrs Foster's answers, to practise the infinitive after the adjectives READY, PREPARED, WILLING, EAGER, ANXIOUS, KEEN, FREE.

1. *Mr Foster:* Shall we do the invitations later on, or are you **free** to write them now?
   Mrs Foster: **I'm free to write them now.**
2. Shall we do the envelopes later on, or are you **ready** to start them now?
3. Will you post them tomorrow, or aren't you very **eager** to take them to the office?

4. Can we leave out the Browns or are you **anxious** to invite them this time?
5. Shall I ask the Smiths or aren't you very **willing** to have them again?
6. Shall we decide what we're having to eat, or aren't you very **keen** to think about it yet?
7. Shall we make a new shopping list or are you **prepared** to look for the old one? (*J.A. Bright*)

THE ACCUSATIVE WITH INFINITIVE; THE NOMINATIVE WITH INFINITIVE

4.40. *Verbs of LIKING and DISLIKING, besides taking an infinitive alone as an object, may also take the ACCUSATIVE with INFINITIVE as a DIRECT OBJECT:*

choose	(would) hate	love	prefer
desire	intend	mean	want
expect	like	need	wish

Add the noun or the pronoun in the Accusative to each sentence below so that it becomes the subject of the infinitive clause.

1. The Physics teacher **expects** to work hard. *(his pupils)*
   The Physics teacher expects his pupils to work hard.
2. Last week, he **expected** to visit the Science Museum. *(them)*
3. He **wants** to describe the visit now. *(all of them)*
4. We'd **have liked** to speak first. *(Tom)*
5. I **expect** to be in hospital for a week. *(my friend)*
6. I **prefer** to have an older doctor. *(her)*
7. I don't **wish** to know this. *(anyone)*

4.41.* Change the words in italics to the corresponding pronouns in the Accusative.

1. The plumber wanted *the Browns* to turn the water off for a few minutes.
   The plumber wanted them to turn the water off for a few minutes.
2. My mother likes *my father* to sing.
3. Do you really expect *the children* to be quiet?
4. I like *my sister* to wear nice clothes.
5. I'd love *Victor* to take photographs.

4.42. Write sentences based on the facts given below, beginning your answers as suggested.

1. I hope you didn't tell anyone. It was supposed to be a secret. *I didn't mean . . . .*
   I didn't mean you to tell anyone.
2. Mr Barton will be the form teacher of class 7A. *The headmaster has chosen . . . .*
3. Mary doesn't want to go to the party. *Her friends are begging . . . .*
4. Her guests were looking at the cakes on the table but hesitated to help themselves. *She asked . . . .*
5. Our Chemistry teacher is very firm about punctuality. *He expects . . . .*
6. My sister is learning singing in order to become a professional singer. *Our parents would like . . . .*
7. I'd like some information and you're the very person to give it to me. *I want . . . .*
8. I can't eat all that. *You surely don't intend . . . .*
9. Look! Your dog is coming with me. *Do you wish . . .?*

4.43. Use these prompts to make sentences on the pattern VERB + ACCUSATIVE + INFINITIVE.

1. teacher/choose/a composition
   I can't go out tonight. My teacher has chosen me to write a composition for tomorrow.
2. my music teacher/*expect*/ to a concert
3. my deskmate/*intend*/his homework
4. my Romanian teacher/*want*/lecture on the radio
5. my father/*ask*/his car
6. my mother/*beg*/ the kitchen
7. my brother/*dare*/chess
8. my grandmother/*would like*/ letters

4.44. Comment on these situations using the structure WANT SOMEONE TO DO SOMETHING.

1. Mr Brad thinks everyone should understand science. Why does he often buy his children books on science?
   Because he wants them to understand science.
2. Little Simon cannot go to sleep. Why is his mother singing to him?
3. Mr Robinson never used to be on time in his job. Why did his wife buy him an alarm clock when he got a new job?

4. Two students in a language class do not understand a word in the text. Why are they holding up their hands?

4.45. Complete the following sentences with either an infinitive or an Accusative + infinitive as indicated. Pay attention to the meaning.

1. I missed classes last week because I was ill. Before the next test, I really need *(Accusative + infinitive)* with me.
2. I especially need *(infinitive)* the chapters I misseed.
3. 'I'll help you review since I would like *(Ac.+inf.)* a good mark.'
4. 'Thanks a lot. I like *(inf.)* with you.'
5. The teacher expects *(Ac. + inf.)* all sections of the test carefully.
6. My friends expect *(inf.)* well on the test.

4.46. *Here is a list of verbs which are followed by an ACCUSATIVE + INFINITIVE (usually of TO BE and TO HAVE):*

acknowledge	consider	find	maintain	see (=*realize*)
assume	estimate	know	report	understand
believe	declare	guess	reckon	take (= *presume*)

Sentences with this kind of Accusative + Infinitive are rather literary and formal. More often they are followed by THAT clauses.

Change the ACCUSATIVE + INFINITIVE construction in these sentences into a THAT clause construction.

1. The doctors declared *the patient to be* out of danger.
   The doctors declared that the patient was out of danger.
2. We believe *him to be* the cleverest of them all.
3. Do you suppose *this exercise to be* too easy for them?
4. We understand *her to be* a woman of about fifty.
5. The engineers think *this invention to have* great possibilities.
6. They reckoned *Philip to be* the most capable mathematician among them.
7. We know *him to be* a man of sense.

4.47.* *Corresponding to the Accusative + Infinitive there are passive constructions with NOMINATIVE + INFINITIVE (which are used more extensively than the Accusative + infinitive).*
Change these sentences into the Nominative + Infinitive construction.

1. They believe *that book* to be four hundred years old.
That book is believed to be four hundred years old.
2. The majority of the critics thought *the film* to be highly original.
3. We know *Mt Everest* to be the highest mountain in the world.
4. The climbers reckoned *the ascent* to have taken nearly six hours.
5. Our correspondent reports *the situation* to be now under control.
6. They estimated *the salt mine* to have large reserves.

4.48. *The following verbs must be followed by a DIRECT OBJECT, then the INFINITIVE (the clause is a PREPOSITIONAL OBJECT):*)*

advise		encourage		provoke
	compel	force	oblige	send
				summon
appoint	convince	get	prepare	tempt
		(causative)		trust
assist	direct		persuade	urge
	elect			
	enable			
challenge		induce	press	
choose		nominate	prompt	

Find groups of synonyms among the verbs above.
e.g. convince — get — persuade

4.49. Add either an INFINITIVE or an ACCUSATIVE + INFINITIVE to the verbs listed below. Form sentences of your own.

1. decide
Susan decided to go to the party.
2. urge

*) These verbs are never used with an infinitive alone except when they are in the passive voice:
The doctor advised Monica to take a long holiday. but:
Monica was advised (by the doctor) to take a long holiday.

Susan urged me to come to the party with her.

3. persuade
4. hope
5. neglect
6. intend
7. refuse
8. arrange
9. expect
10. remember
11. mean
12. threaten
13. prefer
14. get
15. force
16. agree
17. fail
18. manage
19. encourage
20. oblige
21. would like
22. advise

4.50. Situation: Last Saturday Mrs Miller wanted her family to help her with the housework. They were rather reluctant to do so but Mrs Miller finally persuaded them to help her.
What did she get each of them to do?

1. Kate/the dishes
She got Kate to wash the dishes.
2. John/the sitting-room
3. Susan/the beds
4. Robert/the shopping
6. her husband/the vegetables
7. her mother/the dinner
8. her father/the garden

4.51. Answer these questions:

1. What **induced** your friend to lose his temper?
2. If a person is honest, what can you **trust** him to do?
3. What did the company **commission** the architect to do?
4. If you have good qualifications, what does this **enable** you to do?
5. If a person was rude to you, what would this **provoke** you to do?
6. What did the leading contender **challenge** the heavyweight champion to do?

4.52. Write sentences based on the facts below, beginning your answers as suggested.

1. Peter played poorly in the match yesterday. *His injury caused . . . .*
His injury caused him to play poorly in the match yesterday.
2. Our team will have to play again. *The losing team has challenged . . . .*
3. We found the address. *The police officer helped . . . .*
4. Think before you act. *I urge . . . .*
5. You know that was wrong. *What tempted . . .?*
6. Little Simon didn't obey his mother and she spanked him. *Her son's refusal to obey forced . . . .*

7. He had to pay for his parking tickets. *They obliged . . . .*
8. I'll go with her. *She persuaded . . . .*

4.53. *Verbs of PERMISSION and COMMAND are followed by an INDIRECT OBJECT and an INFINITIVE (the clause is a DIRECT OBJECT):*

allow	command	grant	permit
bid	forbid	order	recommend

Complete these sentences with suitable infinitives or infinitive phrases.

1. The doctor recommended my father . . . smoking.
The doctor recommended my father to give up smoking.
2. The hospital doesn't **allow** patients . . . in their rooms.
3. The hospital director **forbids** anyone . . . this regulation.
4. The hospital director **ordered** Nurse Adams . . . .
5. I can't think who **permitted** him . . . such a thing.
6. The officer **commanded** his men . . . .

4.54. Make sentences using verbs followed by infinitive clauses. Use these prompts:

1. good weather/*tempt*/ people
Good weather tempts people to go for a walk.
2. teachers/*encourage*/students
3. the general/*command*/the soldiers
4. the hostess/*press*/ the guests
5. public health authorities/*persuade*/the public
6. holiday brochures/*tempt*/people
7. the tourist/*order*/ the taxi driver
8. the cancellation of the flight/*oblige*/passengers
9. the news of his failure/*cause*/the student
10. a season ticket/*entitle*/the holder

4.55. Write a paragraph telling what you will allow or encourage your children to do which is different from what your parents allowed or encouraged.

4.56. *INDIRECT COMMANDS are normally expressed by TELL, ORDER etc., with the person addressed and the infinitive.*
Change the following direct commands into indirect ones using this construction. Remember that the person addressed is often not mentioned in a direct command.

1. The lawyer said, 'Read the document before you sign it.' *(advise)*
The lawyer advised me to read the document before I signed it.
2. I said, 'Don't go alone.' *(urge)*
I urged her not to go alone.
3. The lift operator said, 'Don't touch the gates.' *(warn)*
4. The sergeant said, 'Stand at ease.' *(order)*
5. The old woman said, 'Don't make so much noise, children.' *(implore)*
6. The teacher said, 'Translate the first twelve lines.' *(tell)*
7. The secretary said, 'Please fill up this form.' *(instruct)*
8. The announcer said, 'Don't forget to tune in to the new programme at nine o'clock.' *(remind)*
9. He said, 'Please do as I say.' *(ask)*
10. I said, 'Come to the cinema with me.' *(invite)*
11. 'Go out and play', mother said. *(allow)*
12. The policeman said, 'Turn left at the next cross-roads.' *(direct)*
13. The keeper said, 'Don't feed the animals.' *(forbid)*
14. The clerk said, 'Put your luggage on the scale.' *(request)*

4.57. *Infinitive phrases are often used to replace indirect questions beginning with the words WHO, WHAT, WHERE, WHEN, WHICH, HOW OFTEN, HOW MUCH, HOW LONG. This construction usually has the meaning of OUGHT TO or MUST.*
Change the indirect questions in italics into infinitival indirect questions.

1. Mrs Brad is going to ask her doctor *what she can give her son for his cold.*
Mrs Brad is going to ask her doctor what to give her son for his cold.
2. She finds it difficult to know *which cough syrup she should buy.*
3. Everyone would love to discover *how he could avoid catching a cold.*
4. Most people don't really know *how long they should stay in bed.*
5. I can never remember *when I have to take medicine.*
6. Henry didn't know *where he should shop for winter clothes.*
7. He was thinking about *how much money he ought to spend on a new coat.*

4.58. A. Read the situations below and answer the questions following them using the words in brackets + infinitive phrases.

1. The summer holidays begin in two weeks. What are many parents considering? *(where)*
   Many parents are considering where to take/send their children.
2. Some teachers speak very quickly. What must pupils learn? *(how)*
3. Your brother wants to have a party, and your flat is small, but he has a lot of friends. What must he decide? *(whom)*
4. You are responsible for the refreshments for the party. What have you been trying to figure out? *(how much)*
5. Victoria will finish secondary school next year. What must she decide? *(what)*
6. Most students know all the tenses in English; however, what don't they often understand? *(when)*

4.58.B. Put the verbs in brackets into the infinitive with TO or HOW TO as appropiate.

1. Mr Alexander doesn't know *(drive)* a car.
   Mr Alexander doesn't know how to drive a car.
2. He would like *(drive)* a car.
   He would like to drive a car.
3. The driving instructor didn't show Mr Alexander *(put)* on his brakes.
4. Mr Alexander failed *(put)* on his brakes.
5. Victoria wants *(make)* a cherry pie.
6. She has never learnt *(make)* a cherry pie.
7. Mr Smith doesn't know *(speak)* French.
8. He would like *(be able)* to speak French.
9. Professor Parker has planned *(give)* his students a test.
10. Now he is explaining to them *(study)* for the test.

4.59.* *The infinitive as an object can be in the passive voice, too.*

Complete the following sentences with the active or passive infinitive form of the verbs in brackets.

1.a. *(meet)* I'd like you ... me at the airport.
   b. I'd like our visitors ... at the airport.
   a. **I'd like you to meet me at the airport.**
   b. **I'd like our visitors to be met at the airport.**

2.a. *(play)* The football coach expects Peter ... in the match tomorrow, in spite of his injury.
   b. We expect the match ... tomorrow in spite of the bad weather.
3.a. *(hold)* They've allowed the meeting ... .
   b. They've allowed us ... the meeting.
4.a. *(include)* I asked ... in the list of people being invited.
   b. I asked him ... me in the list of people.
5.a. *(cancel)* The bad weather caused them ... the flights.
   b. The bad weather caused the flights ... .

4.60. In the following sentences the subjects are very vague. Therefore you can change the sentences into the passive. Omit the former subject because it adds no useful information.

1. Somebody has taught Monica to read her lessons aloud.
   Monica has been taught to read her lessons aloud.
2. The Post Office has reminded us to post early for the New Year.
3. Various previous notices by the side of the road have warned you.
4. Somebody or other has forbidden the children to swim in the river.
5. They have advised me to wait until next week.
6. Plenty of people have told you before to think before you speak.
7. Somebody with an unreadable signature has invited Professor Parker to speak at a school meeting.

4.61. Make comments on these situations, using verbs followed by infinitive clauses.

1. Mrs Miller is overweight. She has just been to the doctor. *(doctor, advise.)*.
   The doctor has advised her to { eat fewer sweets. / go on a diet.
2. Mr Brown called his secretary into his office. There was a pile of handwritten letters on his desk. *(instruct, secretary)*
3. The surgeon has just entered the operation theatre. *(nurses, assist)*
4. Don't drive so fast. The road is slippery. *(cause)*
5. The little boy had a box of matches in his hand. *(mother, warn)*
6. This is a one-way street. *(law, forbid)*
7. You've got a mid-term test next week. *(force)*

8. Mrs Ross couldn't make up her mind whether to buy the red dress or not. She finally did. *(shop-assistant, persuade)*
9. 'State your views openly — if you dare,' the speaker said to his opponent. *(challenge)*
10. 'Go straight on and then turn left,' the passer-by said to me. *(direct)*

4.62. *Some of the CAUSATIVE VERBS are followed by a short infinitive:*

Infinitive:	long infinitive	short infinitive
Causative verb:	cause, force, get, etc.	make, let, have

When you were a child, there were some things that your parents wouldn't let you do. What were they? Use these prompts:

1. sweets before meals
My parents wouldn't let me eat sweets before meals.
2. cold water
3. icecream in winter
4. to strangers
5. animals into the house
6. with stray dogs and cats
7. the street alone

Can you make up some more sentences on this pattern?

4.63. Situation: Mr Plumb's hobby is gardening. He is working in the garden now and he has asked Peter to help him. Peter feels quite lazy today. He simply doesn't feel like doing anything.
Make up Peter's responses to his father's requests as in the first example.

1. *Father:* Fetch the water, and carry it carefully.
Peter: **Oh, please don't make me fetch the water.**
2. Stay in the garden, and don't go away.
3. Cut the grass, and do it properly.
4. Weed the vegetable bed, and don't argue.
5. Water the plants, and don't miss any out.
6. Pick the apples, and all of them.
7. Sweep out the tool-shed, and make a good job of it.

4.64. Comment on these situations, using LET SOMEONE DO or MAKE SOMEONE DO in your comments.

1. The comedian was very funny. The audience laughed.
The comedian made the audience laugh.

2. Barbara wanted to go home early one day. Her boss said she could.
He let her go home.
3. Mrs Miller saw a film yesterday. It had a very sad end. Mrs Miller cried.
4. There was an accident and a lot of people stopped to look. A policeman shouted, 'Move on' and they did.
5. The students are having a conversation lesson. There is a teacher there, but he doesn't say very much. He doesn't want to interrupt the students.
6. The photographer made funny faces at the little boy. Finally he laughed.
7. Robert's bicycle is in the repair shop. He rode his brother's bicycle yesterday.
8. Peter wants to go to the cinema tonight. His mother said he can.
9. Grey is not a colour that suits Sandra. She looks pale in it.
10. George wanted to stay up late on Saturday. His mother said he could.

4.65. *In the NOMINATIVE + INFINITIVE construction, MAKE, like all other verbs, is followed by the long infinitive.*
LET is usually replaced by ALLOW, which takes an infinitive with TO.
Change these sentences from the active to the passive voice. No agent (by him, by me, etc) is required.

1. The teacher made Diana do the exercise again.
Diana was made to do the exercise again.
2. Mother let the children stay up late.
The children were allowed to stay up late.
3. They don't let you feed the animals at the zoo.
4. If you break the rules, they will make you pay a fine.
5. The Robinsons have never made their children understand the importance of good manners.
6. They've always let their children do what they like.
7. They won't let you go into her room.
8. The doctor has made her promise to have a good rest.
9. You can't make children learn things if they're not interested.
10. You have to let them find out for themselves what they like.

4.66.A. *HAVE + Accusative + short infinitive is used to emphasize that a person will be caused to do something.**)

Re-write these sentences using the Personal Causative HAVE forms.

1. The teacher asked me to copy the poem again.
   The teacher had me copy the poem again.
2. He made me write it in my best handwriting.
3. Will you ask the doctor to come, please?
4. Our teacher has made us learn the poem by heart.
5. Mrs Plumb is going to ask her husband to plant some flowers.
6. Paul's mother made him apologize for his rudeness.
7. Ask the porter to bring my luggage, please.
8. Let's ask the orchestra to play some folk music, shall we?

4.66.B. *GET + Accusative + long infinitive is also used as a personal causative verb when the speaker intends to cause someone to act, usually by persuasion or careful 'management'.*

Rephrase these sentences using either HAVE or GET as personal causative verbs according to the sense required.

1. I'll persuade Victor to carry my suitcase.
   I'll get Victor to carry my suitcase.
2. Our teacher obliged us to speak English in class.
   Our teacher had us speak English in class.
3. The girl coaxed the stray dog to eat a little meat.
4. She made me repeat everything three times over.
5. Try to coax the baby to eat his breakfast.
6. Do you think we can persuade our form-teacher to come to our party?
7. You can't oblige the postman to walk up four flights of stairs every day.
8. We are going to ask a carpenter to make a new front door for us.
9. I'll persuade aunt Martha to play the piano for us.
10. Once a month I go to the barber's for my haircut.

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*) When the emphasis is laid on the action to be performed, *HAVE + Accusative + past participle* is used: *I had my shoes mended.* (Somebody else mended them for me). See 1.253.

4.67. *HELP may be followed by an infinitive with or without TO. (The omission of TO is more usual in American than in British English).*

Situation: The second speaker feels that the first speaker was not helpful.

Put in the responses of the second speaker as in the first example.

S_1: The secretary spent hours making those lists.
S_2: **Why didn't you help her (to) make the lists then?**

First speaker: *Second speaker:*

2. The typist worked for hours addressing those envelopes. . . . .
3. The farmer spent the whole week making that shed. . . . .
4. The mechanics were hours cleaning the garage. . . . .
5. The manager spent ages preparing that contract. . . . .
6. My wife took all afternoon cleaning that cupboard. . . . .
7. The teachers worked all night arranging those timetables. . . . .

4.68. *PHYSICAL PERCEPTION verbs are also followed by a SHORT INFINITIVE in the ACCUSATIVE+ INFINITIVE construction. Some of these verbs are:*

feel	notice	overhear	see
hear	observe	perceive	watch

Make one sentence out of each pair of sentences below, using verbs of physical perception + Accusative + short infinitive.

1. Victoria dropped her handkerchief. Philip saw her.
   Philip saw Victoria drop her handkerchief.
2. Virginia sat down and then got up again. I noticed her.
3. The ship left the harbour. George saw it.
4. The passengers got off the bus. She watched them.
5. Sandra left the house. I heard her.
6. Something went wrong with the engine of his car. He felt it.
7. The rope slipped from her grasp. Alice felt it.
8. The children crossed the street. She watched them.

4.69. *After the verbs of physical perception we use the INFINITIVE for a COMPLETE action, and the PRESENT PARTICIPLE for an action IN PROGRESS, not yet complete.*
Choose the more appropriate form for the verbs given in brackets in the following text.

1. There was a fire in our street yesterday morning. When I woke up, I looked out of the window and saw smoke *(pour)* out of the house opposite.
2. Then I heard the fire engines *(approach)*, and saw the first one *(turn)* the corner and *(stop)* outside.
3. I could see a woman *(stand)* at the upstairs window.
4. I watched her *(open)* the window and could see her *(wave)* at the firemen.
5. The firemen carried a blanket into the front garden to catch her. I heard the chief fireman *(shout)*: 'Jump'!
6. For a long time I watched the woman *(hesitate)* and the fireman *(wait)*.
7. Then she suddenly made up her mind and I saw her *(jump)* safely into the blanket.

(W.S. Fowler)

4.70. Combine each pair of sentences below to form one using the infinitive with or without TO as appropriate.

1. Mother permitted me. I went skating.
Mother permitted me to go skating.
2. Mother let Paul. He went and played football.
Mother let Paul go and play football.
3. Father ordered me. I tore up the letter.
4. He saw me. I tore up the letter.
5. Mother made me. I dusted the furniture.
6. Mother asked me. I made my bed.
7. The Bartons let their children. They went on a trip to the mountains.
8. Mother allowed us. We joined our friends on the trip.
9. I urged my brother. He did his homework.

4.71. Use infinitive phrases based on the words in brackets. Remember that *all the verbs take a TO infinitive in the passive NOMINATIVE + INFINITIVE construction.*

1. We heard *(clock, strike, two)*.
We heard the clock strike two.
2. The woman was seen *(come, out, house)*
The woman was seen to come out of the house.

3. Please let *(I, carry, those parcels, you)*.
4. The teacher made *(all, students, take, test, again)*.
5. Her pulse was felt *(beat, unevenly)*.
6. The students were made *(work hard, test)*.
7. Mr Barton had *(auto mechanic, change, tyre, his car)*.
8. The man was seen *(go into, shop)*.
9. I heard *(they, come in, few minutes ago)*.
10. They were overheard *(gossip, their teachers)*.

4.72. *There is a small group of active verbs and adjectives which also accept the Nominative + Infinitive construction:*

VERBS	ADJECTIVES
appear, chance, happen, prove, seem, turn out	likely, unlikely sure, certain

In the following sentences, underline the Nominative + Infinitive construction. Translate the sentences into Romanian.

1. He happened to be in Greece at the moment.
2. This use of "one" appears to date back no farther than the time of Caxton.
3. Nobody present turns out to have experienced this dilemma.
4. Some reply seemed to be expected of me.
5. Those who may chance to go to a music hall are apt to notice these things.
6. The word proved to be an admirable vehicle for a sense of injured innocence.

(G. Scheurweghs)

4.73. Rephrase these sentences so that the infinitive is used.

1. It's unlikely that we'll get there in time.
We are unlikely to get there in time.
2. If Mr Grant goes on driving so fast, it's almost certain that he'll have another accident.
3. It's likely that the shops will have good stocks in December.
4. It's certain that the quality of goods will improve next year.
5. It's unlikely that Mary will be punctual.

6. If Aunt Martha wore her glasses it would be more likely that she'd recognize people in the street.
7. It's unlikely that the weather will change suddenly.

4.74. Respond to the following statements using LUCKY/FORTUNATE or UNLUCKY/UNFORTUNATE + infinitive. Pay attention to the way this construction is translated into Romanian.

1. *Bob:* Tony's not very good at French but he won the prize.
   Angela: **Oh, good. But he was lucky to win it.** *(Dar a avut norocul ....)*
2. *Sandra:* Barbara dropped her best vase and broke it.
   Tudor: **Oh, dear. She was unfortunate to break it.** *(A avut ghinionul ....)*
3. Victor won the fishing competition. He caught a huge pike.
4. Patricia came by train but she lost her suitcase.
5. Alice had the iron too hot and burnt her new dress.
6. Michael did not work very hard but he passed his exam.
7. The cup slipped out of Adrian's hands but he just managed to save it.
8. Susan was dusting a beautiful plate when she dropped it.
9. Virginia worked very hard but she failed her exam.
10. George went back next day and found his wallet under a tree.

THE INFINITIVE AS PREDICATIVE

4.75. *The infinitive can be used as a PREDICATIVE.*
In the sentences below change the gerund to the infinitive.

1. His purpose in life is making friends.
   His purpose in life is to make friends.
2. The first step is making a choice.
3. His idea of a holiday is sleeping all day.
4. What we like is going on trips.
5. What they prefer is eating at home.
6. Her greatest pleasure is cooking a good dinner.
7. His aim in life is gaining knowledge.
8. The main requirement is having experience.

4.76. Complete each of the following sentences with an infinitive phrase in predicative position.

1. In the library, the information clerk's duty is ....
   In the library, the information clerk's duty is to help readers find the books they need.
2. Since my brother was a small child, his hobby has always been ....
3. When I was a child, my dream was ....
4. My father believes that his responsibility has always been ....
5. Our English teacher's main goal is ....
6. The purpose of this exercise is ....

THE INFINITIVE AS ATTRIBUTE

4.77. *The infinitive construction can function as an ATTRIBUTE.*
Complete the following sentences with suitable infinitives.

1. The best place ... is the Danube Delta.
   The best place to go to is the Danube Delta.
2. If a person is being unnecessarily loud in a cinema, the person ... is the cinema manager.
3. In case of a fire, the safest place ... is near an exit sign.
4. In 1979, one of the most popular films ... was *Star Wars.*
5. The best time ... a film is during the week when there aren't large crowds.
6. We made the decision ... and see it on a weekday.
7. Roger couldn't come to the cinema with us because he had an essay ... for the next day.

4.78. A. *The infinitive often occurs after nouns as a way of avoiding relative clauses which either contain the verbs CAN, COULD, MUST, HAVE TO, NEED, SHOULD or define preceding superlatives (THE BIGGEST, THE ONLY, THE FIRST, etc.).*
In the sentences which follow replace the relative clauses by infinitive phrases.

1. I have a lot of letters *which I must answer.*
   I have a lot of letters to answer.
2. Sorry I can't come earlier but I have a lot of arrangements *which I have to make.*
3. One of the problems in some urban areas is that children have no parks *in which they can play.*

4. Your father is the person *that can advise you* on these matters.
5. The people *you should go to* when you need help are your friends.
6. Our teacher showed us the way *in which one solves* the problem.

4.78. B. Restate these sentences expressing the parts in italics as indefinite or perfect infinitive phrases.

1. She was the first woman *that became* a surgeon.
   She was the first woman to become a surgeon.
2. This is the coldest winter *that has occurred* within living memory.
   This is the coldest winter to have occurred within living memory.
3. He was the first man *who flew* across the Atlantic.
4. The 'Queen Elizabeth' is the largest ship *that has crossed* the Atlantic.
5. The captain was the last person *that left* the sinking ship.
6. His nephew was the sole relative *that survived* him.
7. Mr Green was the only person *who saw* the accident.
8. John's uncle was the oldest man *who had swum* the English Channel.
9. This is the finest diamond *that has come* out of South Africa.
10. She is the youngest girl *who ever came* to our school.

4.79. A. Mr Green is surprised by Mr Brown's remarks. What does he say each time? Use the passive infinitive in his answers.

1. *Mr Brown:* Boxing is a sport one must discourage.
   Mr Green: **Do you really think it's a sport to be discouraged?**
2. Ambition is a characteristic one must control.
3. Snobbery is an attitude one must despise.
4. Drinking's a habit one must avoid.
5. Smoking is a vice one must stop.
6. Painting is an art one must admire.

4.79. B. Change the relative clauses to infinitive phrases in the active or passive voice.

1. Here is the meat which should be put into the refrigerator.
   Here is the meat to be put into the refrigerator.
2. There is no more work that we need to do tonight.
   There is no more work (for us) to do tonight.

3. Here are the books which must be returned to the library.
4. I have three important phone calls which I must make.
5. He was the first guest who arrived at the party.
6. The dishes which you have to wash are on the table.
7. The parcels which must be taken to the post office are over there.
8. The best time when you can see him is in the morning.

4.80. A. Situation: Henry would like to meet people with various qualities. Fred feels that Mr Barton possesses all of them.
Put in Fred's suggestions. Use nouns + infinitives + prepositions.

1. *Henry:* I want to talk to someone about my graduation project.
   Fred: **Well then, Mr Barton is the person to talk to.**
2. I want to work with someone who is interested in microprocessors.
3. I want to talk to someone who knows all about it.
4. I would like to study under someone well known.
5. I'd like to listen to someone who's worked in the field.
6. I want to play against someone who's left-handed.
7. I'd like to play with someone who is very good.

4.80. B. Replace the words in brackets by an active or passive infinitive + preposition. (In some cases both infinitives are possible).

1. We have a few matters *(which we must deal with)*.
   We have a few matters { to deal with. / to be dealt with.
2. That is a noble goal *(which you should strive for)*.
3. There are still many things *(that I must take care of)*.
4. There is no one here *(that you need to be afraid of)*.
5. He would like to have more tasks *(which he can be responsible for)*.
6. Right now he has many problems *(which he must cope with)*.
7. The best person *(whom you should talk to)* is the factory manager.
8. I have a few more matters *(which I must attend to)* before I can leave.

4.81. Using the structure BECAUSE I HAVE WORK TO DO, say why you can't go to a certain place or attend a social event or go on a trip at some particular time.

e.g. I can't watch television this evening because I have too many lessons to do.

THE INFINITIVE AS ADVERBIAL

4.82. *Infinitive constructions may also function as ADVERBIALS.*
In the sentences below underline the infinitive phrases used as modifiers of sentences. Translate the sentences into Romanian.

1. To tell you the truth, I don't understand him at all.
2. To make a long story short, the company broke up and returned to the more important concern of the election.
3. It was awfully cold, to be sure.
4. She had broken a precious china, one of her husband's wedding presents, and, to make things worse, she never told anyone about it.
5. To hear him talk, you might think he was bossing it.
6. To put it crudely, whatever is the man's manner of life, such is his manner of thought.

4.83. Make up sentences using the following infinitive phrases parenthetically.

1. to tell the truth
2. to be honest
3. to put it mildly
4. to say nothing of
5. to make things worse
6. to be sure
7. to be quite frank
8. to make a long story short
9. to be more precise

4.84. *Infinitive phrases often represent alternatives for adverbial clauses of purpose, condition, or cause.*
Look at the table below and make up sentences in order to practise the infinitive of purpose.

I We	signalled waved clapped called shouted whistled	to in order to so as to	make him stop. make him turn back. warn him of the danger. bring it to his notice. draw his attention. disturb him in his work.

4.85. *The infinitive of purpose may be strengthened by the addition of IN ORDER TO or SO AS TO*).*
Add Tudor's response to each dialogue below.

1. *Tudor:* I've borrowed some paints.
   Angela: Are you painting a picture?
   Tudor: **Of course. I've borrowed them in order to paint a picture.**
2. *T:* Paul came here.
   A: Did he see Alice?
3. *T:* My friends arrived early.
   A: Did they help you?
4. *T:* My father drives slowly.
   A: Does it save petrol?
5. *T:* Victor came by tube.
   A: Did he arrive in time?
6. *T:* Mr Brad bought a sewing-machine.
   A: Did it please his wife?
7. *T:* Alice is pretending to be stupid.
   A: Does it annoy you?

4.86. *In everyday speech, IN ORDER TO is not common. (It is too formal). Purpose is expressed by the mere infinitive if the subject of the two actions is the same.*
Change these sentences to show how the long infinitive is used without IN ORDER TO.

1. Peter ran in order to get to school in time.
   Peter ran to get to school in time.
2. The Browns are saving money in order to buy a car.
3. Adrian went out in order to take some pictures.
4. Alice got up early in order to study for the maths test.
5. You need more postage in order to send that letter by air mail.
6. The children ran home in order to avoid the rain.
7. Christine picked up the papers in order to find her pen.
8. He put on his glasses in order to see better.

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* IN ORDER TO is common in writing; SO AS TO is generally used in informal speech.

4.87.*) *Where the PASSIVE infinitive of purpose is required, it is usual in spoken English to add SO AS TO***) *or IN ORDER TO if the subject of the two actions is the same.* **Add Bob's response to each dialogue below:**

1. *Bob:* Why did the little girl cry?
   Angela: She wanted her mother to comfort her.
   Bob: **I see. She cried so as to be comforted.**
2. *B:* Why did your father go into hospital?
   A: They wanted to examine him.
3. *B:* Why did Alice wear a new hat?
   A: So that we could admire it.
4. *B:* Why did the speaker stand on the platform?
   A: So that we could see him.
5. *B:* Why did he use the loudspeaker?
   A: He wanted us to hear him.
6. *B:* Why did Sandra keep talking about the party?
   A: She wanted us to invite her.

4.88. *When NEGATIVE PURPOSE is expressed, (IN ORDER) NOT TO or SO AS NOT TO are used as alternatives to formal FOR FEAR THAT + MAY/ /MIGHT or LEST + SHOULD.*
Below are some sentences telling you about some problems of Paul's. Think of one way of solving each problem and write it down.
Use (IN ORDER) NOT TO in each answer.

1. Paul didn't want to forget his mother's birthday.
   Paul marked his mother's birthday on the calendar (in order) not to forget it.
2. Paul didn't want to fail the exam.
3. He didn't want to be late for the exam, either.
4. It was raining outside. Paul didn't want to get wet.
5. He didn't want to feel cold, either.
6. Paul didn't want to be late for the party.
7. At the party, he didn't want to break anything.
8. Paul didn't want to disturb anyone.

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*) Exercises 4.87—4.92 are based on: *S.D. Anderson et al* — The infinitive of Purpose, London, 1968.

**) *Exception:* after the verbs *come* and *go*, were SO AS TO is unnecessary though not entirely uncommon:
He went there (so as) to be examined.

4.89. Give suitable answers to Sandra's complaints using the infinitive of purpose after SO AS NOT TO.

1. *Sandra:* You closed the door loudly on purpose to wake me up.
   Victor: **That's not true. I closed the door quietly so as NOT to wake you up.**
2. You turned the radio up on purpose to disturb me.
3. You opened the window on purpose to make a draught.
4. You left the room on purpose to annoy me.
5. You took a big piece of cake on purpose to finish it.
6. You refused the tickets on purpose to disappoint me.
7. You spoke very rudely on purpose to offend Aunt Emily.

4.90. Make questions and answers as shown below to practise the pattern:
Subject + Verb + Object + TO infinitive (+Object of TO inf.) + Preposition
I want a pen to write (letters) with.

1. water and soap/wash
   Adrian: **Why do you want water and soap?**
   Bob: **To wash with, of course.**
2. a spoon and fork/eat
3. a knife/cut
4. the scales/weigh
5. a paint brush/paint
6. a pen/write
7. a measuring tape/measure
8. a spade/dig
9. a needle/sew

4.91.* In the following dialogue, fill in the blanks with the missing prepositions after infinitives of purpose.
Choose from: *in, on, with, by, through, from.*
Situation: Next week there will be an eclipse of the moon. George and Frank are going to the top of a hill in order to watch the eclipse. Just now they are meeting to arrange the expedition.

1. *F:* What shall we need to take?
2. *F:* Here's my pen. And you can use this old envelope to write ... if you want.
   G: Thanks. Now, it'll be cold up there, so we'd better take blankets to wrap ourselves ....
3. *F:* And a waterproof sheet to sit ....
   G: Good idea. And don't let's forget matches. We'll want a fire to sit ....
4. *F:* I don't think there'll be any wood to make a fire ....
   G: Then we'll have to carry it up with us. Shall we make tea?

5. *F:* Yes, there's a stream there, I know.
   G: Oh good, that'll do to get water .... But we'll want a kettle to boil it ... .
6. *F:* And cups.
   G: And your telescope.
7. *F:* What? To make tea ...?
   G: No, idiot. To watch the eclipse ....
8. *F:* Oh, that. I'd almost forgotten about the eclipse.

4.92. Answer these questions based on the dialogue above.

1. What do they need a waterproof sheet for?
   They need a waterproof sheet to sit on.
2. What does George want a pen for?
3. What is Frank giving George an old envelope for?
4. What will they they want a fire for?
5. What will they use wood for?
6. What will the stream do for?
7. What will they want a kettle for?
8. What do they want the telescope for?

4.93. *It is not usual to put an infinitive of purpose after th. imperative of GO, COME, TRY, WAIT and STAYe Instead we use two imperatives joined by AND.*
Change these sentences so that the first verb is followed by AND.

1. Try to answer the question.
   Try and answer the question.
2. Come to see me tomorrow.
3. Go to help mother with the washing up.
4. Let's wait to see what happens.
5. Please try to find your pencil.
6. Stay to see the game.
7. Go to get it.

4.94. *The general purpose of something can also be expressed by FOR + gerund.*
Read the following situation and answer the questions John asked his friend, as in the first example.
John went on holiday to the seaside last year. He went with a friend of his who brought some very strange things with him. He brought a bowler hat, a teapot, a camping gas-stove, a sleeping bag, a cookery-book and a pair of boots.

1. *John:* Why have you brought that bowler hat?
   Frank: **It's for wearing on the beach, of course.**

John:	*Frank:*
2. But why the teapot?	.....
3. And the gas-stove? We're staying in a hotel.	.....
4. What do you need the sleeping-bag for? There are comfortable beds in the hotel rooms.	.....
5. And the cookery-book? What's that for?	.....
6. Well, what about these boots? We're not going to climb any mountains, are we?	.....

4.95. Read the following questions. Use the words in italics in your short answers to practise IN ORDER TO + infinitive/FOR + noun.

1. *Bob:* Why must we practise constantly? *learn*
   Adrian: **In order to learn English well.**
2. *Bob:* Why did you come here? *books*
   Adrian: **I came here for the books.**

Bob:	*Adrian:*
3. Why have you turned on the TV?	... *news programme*
4. Why has she turned up the radio?	... *hear*
5. Why are you looking for a chair?	... *sit*
6. Why did you go to the post office?	... *parcel*
7. Why have you come to Bucharest?	... *visit*
8. Why have the others come?	... *exhibition*
9. Why has he gone to the barber's?	... *haircut*
10. Why did you get up at seven?	... *study*

4.96. *SO THAT + WILL/WOULD (or CAN/COULD) + INFINITIVE without TO are used conversationally in clauses of purpose. WILL/CAN follows a main verb in the present, present perfect or future. WOULD/COULD follows a main verb in the past.*
Answer these questions using SO THAT.

A. 1. Why did they save money? *(their son, travel)*
   They saved money so that their son could travel.
2. Why is the secretary clearing the desk? *(boss, work properly)*
3. Why did they both work all weekend? *(they, go away on Monday)*
4. Why had she better stop all telephone calls? *(the interviews, not be interrupted)*
5. Why did you work late last night? *(I, finish the work)*

B. 1. Why did the driver put on his seat-belt?
2. Why do English children hang stockings up at Christmas?

3. Why did the little boy take his dirty shoes off at the door?
4. Why do blind people carry white sticks?

4.97. Rephrase the following sentences. Use the infinitive of purpose when the action refers to the subject. If it does not, use FOR + TO infinitive or a clause introduced by SO THAT.

1. Diana didn't want to catch a cold. She closed the window.
Diana closed the window not to catch a cold.
2. Diana didn't want the children to catch a cold so she closed the window.
Diana closed the window { for the children not to catch a cold/ so that the children wouldn't catch a cold.
3. Mr Alexander didn't want to be late. He took a taxi.
4. Mrs Plumb wanted us to talk. She told the children to go out.
5. The driver wanted the travellers to enjoy the view. He stopped the bus.
6. Barbara didn't want to hear them argue. She left the room.
7. The police roped off the building. They did not want the onlookers to come close to the building.

4.98. Join the following pairs of sentences using IN ORDER TO, SO AS TO, SO AS NOT TO or SO THAT.

1. He studied several hours every day. He wanted to improve his knowledge of English.
2. When he got his promotion he bought a car. In this way he would be able to travel all over the country.
3. He drove very slowly. He did not want to have an accident.
4. He did strenuous exercises every morning. He wanted to stay fit.
5. When he returned home he stayed away from work for a week. In this way he could have a rest after his exhausting holiday.

4.99. *The infinitive can express UNEXPECTED CONSEQUENCES mainly with such verbs as BE TOLD, FIND, HEAR, LEARN, SEE. It indicates UNPLEASANT CONSEQUENCES if preceded by ONLY.*

Read the following sentences and translate them into Romanian.

1. Mr Grant returned home **to learn** that his daughter had just become engaged.
2. They heard a voice above them, and looked up **to see** a woman talking to the baby in her arms.
3. Henry hurried to the house **only to find** that it was empty.
4. The painter returned to his native town never **to leave** it again.
5. Mr Robinson went on deck **to be told** that they were approaching Brighton.
6. He went home **to find** his old friend Harry waiting for him.
7. The pilot survived the crash **only to die** in the desert.
8. At times he smiled softly to himself — only, immediately after, — **to relapse** into gloom again.

4.100. Restate the following sentences, using infinitive phrases to express either unexpected or unpleasant consequences.

1. When he returned he *found* his wife already at home and seated with some work.
2. On entering the sitting room he *saw* his son pacing the room in an agony of doubt.
3. He joined the Philharmonic Orchestra, where he soon *became* a soloist.
4. When I came back I *found* the door locked and the key hanging from a nail in the hall.
5. After a long separation they met at last, and *never* did they *part* again.
6. He hurried to the museum and was disappointed when he *found* it closed.
7. Alice heard the gate open, and, looking out of the window, *saw* Henry walking up the garden.

4.101. *Adjectives/adverbs preceded by TOO are usually followed by the infinitive.*
Rewrite these sentences using TOO + adjective + + infinitive.

1. This news is so good that it can't be true.
This news is too good to be true.
2. This tea is so hot that nobody can drink it.
3. I can't lift that box because it is to heavy.
4. The little girl was so terrified that she was unable to speak.
5. Aunt Martha is so fat that she can't go through the door.
6. That ring is so cheap that it just cannot be gold.
7. Those shoes are so good that it would be a pity to throw them away.

4.102. *The FOR-TO infinitive construction can also be used.*
Situation: Mr Smith and his wife are criticizing everything the waiter has brought them. **In Mrs Smith's remarks, use appropriate adjectives and the verbs EAT or DRINK.**

1. *Mr Smith:* There's lots of salt in this tomato juice.
Mrs Smith: **Yes, it's a bit too salty for me to drink.**
2. *Mr Smith:* There's lots of oil in these sardines.
Mrs Smith: **Yes, they're a bit too oily for me to eat.**

Mr Smith:	*Mrs Smith:*
3. There's lots of spice in this sausage.	. . . .
4. There's lots of bones in this fish.	. . . .
5. There's lots of water in this wine.	. . . .
6. There's lots of vinegar on this salad.	. . . .
7. Tere's lots of pepper on these chops.	. . . .
8. There's lots of milk in this tea.	. . . .

(B. Abbs)

4.103. Complete these sentences with TOO, a long infinitive, and any other necessary words.

1. Fifty miles is . . . far . . . .
Fifty miles is too far (for us) to walk.
2. Tudor is . . . careless in his work . . . .
3. At the moment, I was . . . confused . . . ;
4. That dress is . . . formal . . . .
5. The matter was . . . important . . . ;
6. That actor was . . . nervous . . . .
7. The woman was . . . upset about the news . . . ;
8. That work is definitely . . . difficult . . . .

4.104.* *The adjective ENOUGH comes before a noun while the adverb ENOUGH follows adjectives and adverbs.*
Put ENOUGH into its correct place in the sentence. The word it qualifies or modifies is in italics.

1. 'I shan't have *time* to finish this exercise.'
'I shan't have enough time to finish this exercise.'
2. 'Yes, you will, if you work *fast*.'
'Yes, you will, if you work fast enough.'
3. 'After all it's *easy* when you know how to do it.'
4. 'Farmers are complaining that there isn't *sunshine* this summer.'
5. 'The sun is shining *brightly* today for a change.'
6. 'Have you *money* on you?' 'Yes, the cinema is *cheap*, isn't it?'
7. 'Have we *food* in the house for tomorrow as well?'
8. 'I don't think there's *bread* for two days. It won't be *fresh* for sandwiches in any case.'
9. 'There isn't *sugar* in my coffee. Otherwise you've made it *well*.'
10. 'I'm sorry it isn't *sweet* for you, sir.'

4.105. *Adjectives are followed by ENOUGH and the infinitive.*
Situation: Two teachers, Mr Barton and Mr Plumb, are talking about their students' chances in an exam. **Put in Mr Plumb's remarks. The verb TO PASS is used throughout.**

1. *Mr Barton:* You know, Tudor's rather clever.
Mr Plumb: **Yes, he's clever enough to pass.**
2. *Mr Barton:* His work's quite good really.
Mr Plumb: **Yes, it's good enough to pass.**

Mr Barton:	*Mr Plumb:*
3. Diana really is so industrious.	. . . .
4. Her essays are quite original.	. . . .
5. Dan's one of the most intelligent, I find.	. . . .
6. His practical work's quite good really.	. . . .
7. He's a hard-working sort of boy, you know.	. . . .
8. The children are fairly bright, I suppose.	
9. They're usually pretty good, aren't they?	. . . .
10. Sandra's turned out to be quite bright.	. . . .

4.106. A. Make comments on the following sentences using: Adjective/adverb + enough + infinitive or: Too + adjective/adverb + infinitive, according to the meaning.

1. Sandra passed the test yesterday. *(clever)*
She was clever enough to pass the test. or:
She was too clever to fail the test.
2. Alice didn't win the race yesterday. *(slowly)*
She ran too slowly to win the race.
3. The young man lifted the weight easily. *(strong)*
4. The old man couldn't lift the weight. *(weak)*
5. Christine got a seat for the evening performance. *(arrive early)*
6. Steve didn't get a seat for the evening performance. *(arrive late)*
7. Bob couldn't play in the football match on Sunday. *(ill)*
8. The man dived into the river to save the drowning boy. *(brave)*
9. Simon wanted to become a policeman but he couldn't. *(short)*

4.106. B. Read the sentences below and make comments on them using: Adjective + enough + FOR-TO infinitive, or: Too + adjective + FOR-TO infinitive.

1. Bob could carry the bag. *(light)*
It was light enough for him to carry.
2. He couldn't carry the suitcase. *(heavy)*
It was too heavy for him to carry.
3. Angela couldn't drink the tea. *(hot)*
4. Fred and Alice could hear the commentary on the radio. *(loud)*
5. The children could lift the chair. *(light)*
6. They tried to lift the teacher's desk; but they couldn't. *(heavy)*
7. Victor wasn't able to answer the teacher's questions. *(difficult)*
8. The little boy couldn't climb the wall. *(high)*
9. However, he was able to climb the fence. *(low)*

4.107. Rewrite each of these commands as polite requests by using the formulas WILL YOU BE KIND ENOUGH (NOT)TO ...; WOULD YOU BE SO KIND AS (NOT) TO ....

1. Don't draw the curtains. Open the windows.
Will you be kind enough not to draw the curtains.
Would you be so kind as to open the windows.

2. Wipe your shoes on the door mat before you come into the house.
3. Don't make so much noise.
4. Don't smoke in the dining-room.
5. Don't drop cigarette ash on the carpet.
6. Hand me that box of matches.
7. Don't talk while I'm speaking on the phone.
8. Switch the radio off.
9. Turn on the TV.

REVISION EXERCISES ON THE INFINITIVE

4.108. A. Insert the infinitive particle TO wherever necessary.

1. Have you ever heard him ... complain of difficulties?
2. He has never been heard ... complain of difficulties.
3. You'll be lonely tomorrow. You'd better ... come and ... have dinner with us.
4. Don't let us ... waste time.
5. You oughtn't ... sit up so late.
6. What made you ... think so?
7. 'Thanks', Peter answered; 'I'd rather ... see the cases for myself.'
8. He was made ... do his work independently.
9. I thought I would sooner ... go to the gallery alone but I had ... accept his company.
10. Anyway, he seems ... know a great deal about art so I think I'll enjoy his company.
11. I'll have him ... tell the truth.
12. Get them ... come as early as possible.
13. There is hardly anything ... do but ... work out an alternative plan.
14. Why not ... start now?
15. He is said ... have been an actor once.
16. She didn't let her children ... buy anything.

4.108. B*. Put the verbs in brackets into the right form of the infinitive.

1. The first thing *(do)* was *(get)* somebody *(carry)* the luggage to the station.
2. I am sorry *(disappoint)* you, but I did not mean anything of the kind.
3. He is happy *(award)* the first prize for his picture. The ceremony took place yesterday.
4. He was anxious *(win)* the first prize.
5. I did not expect *(invite)* to the ceremony.

6. He must *(be)* very tired to come and fall asleep like that.
7. They seemed *(hear)* the news; they looked excited.
8. The box is *(handle)* with care.
9. He must *(read)* something funny; I can *(hear)* him laughing in the next room.
10. That man must *(sit)* here for about half an hour. Who can he *(wait)* for?
11. Don't you worry about her, she is sure *(have)* a good time at the moment.
12. They are supposed *(experiment)* in this field for about a year and are believed *(achieve)* good results.

4.109. Comment on these statements using adjectives + infinitive phrases.

1. I can't read this book. *(difficult)*
   This book is difficult to read.
2. We can eat our dinner. *(ready)*
3. You can't wear these clothes at school. *(unfit)*
4. I can do this exercise. *(easy)*
5. You can wear these clothes for working in the garden. *(fit)*
6. You can't drink that coffee. *(good)*
7. I can't find him. *(hard)*

4.110. Rephrase the sentences below using infinitive phrases/clauses.

1. Have dinner with me. I would like this.
2. He came here at a busy time. This is inconsiderate of him.
3. Come home at once. This is necessary.
4. She sews very well. Her mother taught her this.
5. The latest fashion is this. The girls are wearing very short skirts.
6. Here are some papers. You ought to examine them.
7. There are many things which must be done before we leave.
8. We are happy that we can see you again.

4.111. Change the clauses in italics into infinitive phrases.

1. At the beginning of the spring term Virginia asked her grammar teacher *which points of grammar she should review for the test.*
2. The teacher told her the lessons *that she should study.*

3. As Virginia was reviewing, she realized there were many rules *that she had to remember.*
4. After she had talked to her teacher again, she discovered *how she could review quickly yet thoroughly.*
5. Most pupils have to review *if they want to get high marks.*
6. Next term, our teacher is giving a special class once a week *because she wants to help the pupils review before the test.*
7. In this class, she will explain *how the pupils should prepare for the test.*
8. Virginia is spending a lot of time preparing for the test *so that she will get a high score.*

(C. V. Pollock)

4.112. Combine the following sentences using TOO/ENOUGH + infinitive.

1. It's raining very hard. I can't go out.
   It's raining too hard (for me) to go out.
2. The teacher spoke very slowly. All the pupils understood him.
   The teacher spoke slowly enough for the pupils to understand.
3. This piece of material is not very big. I can't make a dress out of it.
4. He's worked very hard and long. He won't give up now.
5. The roads are too icy. I can't drive on them.
6. I don't have much carbon paper. I can't make four copies.
7. The canoe is quite large. It can hold four people.
8. I have very much homework. I can't go to the cinema with you.
9. We have plenty of food. We can serve all the extra guests.
10. They're very far ahead. We can't catch up with them.

4.113. Read the following excerpt from *Dombey and Son* by *Charles Dickens*.
Point out the infinitive constructions. Retell the passage.

Thus Paul grew to be nearly five years old. Sometimes he sat with his father after dinner by the fire. The two were the strangest pair at such a time, so much alike, and yet so different.

One evening, little Paul broke the silence thus:

'Papa! What's money?'

Mr Dombey was surprised to hear his son ask such a question.

'What's money, Paul?' he repeated the question. 'Money?'

'Yes,' said the child turning his face up towards Mr Dombey's. 'What is money?'

Mr. Dombey was in a difficult position. He wanted to give him some explanation but looking down at the little chair, he answered:

'Gold, and silver, and copper. Guineas, shillings, halfpence. Do you know what they are?'

'I don't mean that, papa. I mean, what's money after all.'

'What is money after all!' said Mr. Dombey, moving his chair aside a little, to have a better look at the boy who asked such strange questions. 'Money, Paul, can do anything.' He took the little hand, and beat it softly against one of his own as he said this.

'Anything, papa?'

'Yes. Anything — almost,' said Mr. Dombey.

'Anything means everything, doesn't it, papa?' asked his son.

'Well, yes,' said Mr. Dombey.

TRANSLATION EXERCISES

4.114.A. Translate the following into English. Use the Accusative + infinitive construction whenever necessary.

1. Dianei nu-i place să meargă cu vaporul, dar noi am convins-o să-şi cumpere bilet ca să meargă cu noi.
2. Se ştie că Petre este cel mai bun matematician din clasă.
3. Am observat-o pe Virginia cerîndu-i sfaturi.
4. Nu credeam să aibă ea nevoie de ajutor.
5. Mama nu le-a dat voie copiilor să iasă la joacă înainte de a-şi termina lecţiile.
6. S-a ordonat ca toţi soldaţii să efectueze un marş de 20 Km.

4.114.B. Translate the following into English. Use the FOR-TO infinitive construction whenever necessary.

1. Mama m-a rugat s-o ajut să pregătească masa.
2. Ne aşteptam ca oaspeţii să sosească în jurul orei 19.00, dar ei ne-au telefonat să ne anunţe că vor întîrzia.
3. Cînd au venit ne-au spus că le-a trebuit o oră ca să ajungă la noi.
4. Este recomandabil să-i scrii o scrisoare de mulţumire.
5. Cred că o să-ţi trebuiască o săptămînă să termini cartea.

6. Cînd ai s-o termini, vreau să-mi spui părerea ta despre eroina principală.
7. Iată o problemă interesantă pe care s-o rezolve elevii cei mai buni.
8. El şi-a cumpărat bilet în rîndul întîi ca să vadă şi să audă foarte bine.
9. Mr Smith a luat un taxi ca să nu piardă începutul spectacolului.

4.114.C. Translate the folowing into English. Use the infinitive whenever necessary.

1. Ar vrea să se ducă la ştrand, să facă o baie, să se răcorească. E primul an cînd n-a văzut marea!
2. "Ce-ai aflat pînă acum, Iustine? Spune-mi şi mie."
   "Şi unchiul Trifon m-a întrebat. Poate nici n-am sperat să găsesc ceva; important a fost efortul, strădania."
3. "Zilele trecute, începe să vorbească după o vreme Iustin, a intrat în biroul meu soţia lui Şerban", apoi tace nemotivat, ca şi cum ar fi uitat ce a vrut să povestească.
4. "Cînd mi-ai spus să mergem pînă la baraj, mi s-a părut un lucru simplu. Nu ştiam ce mă aşteaptă."
5. * — Ai venit de mult?
   — De un sfert de oră. Am vrut să găsesc o masă liberă, ca să putem vorbi nestingheriţi. Despre ce este vorba, fiindcă, îmi închipui, n-avem prea mult timp . . .
   — Mă laşi şi pe mine să beau o halbă? Am alergat toată ziua şi mi-e sete. Au ceva de mîncare?
   — Carne de berbec.
   — Merge.

4.114.D.

1.* Era un clovn bătrîn, bolnav, care trăia singur şi care ştia că are să-şi sfîrşească bătrîneţile într-un spital sau într-un azil.

Ca şi Fram, se simţea ostenit.

Ar fi voit şi el să scape de viaţa aceasta de paiaţă, de salturi mortale şi de strîmbături care fac mulţimea să rîdă. Dar pentru el nu se afla nici o scăpare. Trebuia să rîdă, să se schimonosească la spectatori, să primească lovituri în cap, palme şi picioare în spate, fiindcă numai cu acest preţ îşi cîştiga pîinea cea amară de toate zilele. Altfel s-ar fi pomenit aruncat fără îndurare pe drumuri de directorul circului, mai crud decît fiarele de după gratii.

Acum clovnul bătrîn și bolnav venise să-și ia rămas bun de la Fram, ursul polar.

2.* Era o bucurie vecină cu mînia, care-l făcu pe Călin să-i spună Anei că, de la orele treisprezece și treizeci de minute, taică-su începuse să semene cu Mihai Viteazul înaintea bătăliei de la Călugăreni.

— Cușma, toporul și un Sinan pașa îi lipsesc. Sînt sigur că acum se gîndește intens la cel de-al treilea element al trilogiei, lipsă.

N-avea să știe cît adevăr era în aceste vorbe. Luni dimineața la 5 Mihail era la chioșcul de pîine din cartierul cel nou.

3.* Au aflat un han (în Vatra Dornei) și au poposit. (Apoi) s-au dus, după sfatul hangiului, la o cantelarie, unde au găsit un slujbaș cu șapcă. După vorbă, se părea a fi neamț.

— Poftesc — a salutat el cu mîna la șapcă — cu c pot să fiu la serviciul dumneavoastră?

Te-am ruga, domnule — a răspuns munteanca (...) cu inima bătînd — să cauți dumneata într-o condică a dumitale și să-mi spui despre niște vînzări de oi care s-au făcut astă-toamnă.

— Se poate; asta nu costă parale multe.

— Om da cît trebuie. Negustorul care m-a îndreptat la dumneata zice că să-ți dau de-un crighel de bere.

— Dac-a spus el așa, bine. Întăi să caut. În ce lună?

— În luna noiembrie.

— Da. Este. În luna lui noiembrie, duminica întîia, Gheorghe Adamachi și Vasile Ursachi au vîndut oi trei sute lui Nichifor Lipan.

Victoria a dat un strigăt:

— Asta este (...)

— Poftesc, mă rog, ce este? a întrebat (neamțul) cu grijă.

— Nu-i nimica. Acest Nichifor Lipan este soțul meu.

— Tare bine; asta nu-i lucru de spaimă. Nu, mă rog, nu-mi datorești nimica, adăogă el ferind cu mîna într-o parte bancnota. Eu am băut atunci aldămaș — și gată. Asta a fost cea mai mare vînzare de la noi.

5. NON-FINITE MOODS: THE GERUND

FORM

5.01. Look at the forms of the gerund:

	Active Voice	Passive Voice
General form	**discussing**	**being discussed**
Perfect form	**having discussed**	**having been discussed**

Now make true sentences about yourself using verbs expressing feelings/attitudes + *gerund*.

1. play chess

I { love / like / enjoy } **playing chess. or: I** { hate / loathe / dislike } **playing chess.**

2. do maths
3. read adventure stories
4. listen to the radio
5. tell jokes
6. go to the disco
7. go to market
8. work in the kitchen
9. clean pots and pans

5.02. *To make a gerund negative, NOT is placed in front of the gerund.*

Complete the sentences with negative gerunds.

1. Bob did not see the film. He regretted . . . .
   He regretted not seeing the film.
2. Don't open the window please. I've got a bad cold. Please, would you mind . . . ?
3. The teacher didn't give us any homework last time. I wonder if she remembers . . . .
4. I didn't stop Simon from falling into the river. I got the blame for . . . .

5. The professor's not coming tomorrow, is he? Has he mentioned . . . ?
6. We shouldn't help at all. I don't like the idea of . . . .
7. You won't have any further trouble with it. You can be sure of . . . .
8. I shan't see Paula again for a whole year. I don't know how I shall bear. . . .

5.03. Join each pair of sentences by using the *active* or *passive* form of the gerund.

1. At first Mr. Barton couldn't drive a car in Bucharest. Now he has got used to it.
   Mr Barton has got used to driving a car in Bucharest.
2. The problem was discussed in detail. The manager approved of it.
   The manager approved of the problem being discussed in detail.
3. Miss Brad was anxious to play the title role in the new play. She was looking forward to it.
4. The director was eager to see the main role played by Miss Brad. He was looking forward to it.
5. Henry was taken to the Zoo as a child. He still remembers it.
6. Tudor won the race and everybody congratulated him. What did everybody congratulate him on?
7. Mr Plumb was appointed manager and everybody congratulated him.
8. Alice seldom plays the piano when there are people around. She tries to avoid it.
9. Mrs Parker wants her son to be admitted to college. What does she dream of?
10. George wants to become a sailor. He is thinking of it all the time.

5.04. * Put the verbs in brackets into the *perfect gerund* form.

1. I am still thirsty in spite of *(drink)* four cups of tea.
   I am still thirsty in spite of having drunk four cups of tea.
2. Bob didn't return the book he had borrowed in spite of *(promise)* to do so.

3. The fisherman went home in the evening without *(catch)* a single fish.
4. I can't understand this article in spite of *(read)* it twice.
5. I think Mr Smith was foolish to buy a car before *(learn)* to drive.
6. Angela went to bed at 9 p.m. in spite of *(sleep)* all the afternoon.

5.05. *The gerund may have a SUBJECT of its own, which can be expressed either by a noun in the genitive (or a POSSESSIVE PRONOUN), or by a noun/personal pronoun in the ACCUSATIVE).*

Read the factors which determine the usage on this point and the examples illustrating the usage.

FACTORS	EXAMPLES
1. Whether the subject of the gerund can be given a genitive form:	He doesn't approve of his **daughter's** marrying like that. *but:* He hated the idea of the **house** being sold. I could not imagine **that** being possible. I don't remembe **any of them** saying it. He doesn't approve of his **daughter** marrying like that. (in informal English)
2. When the gerund phrase is used as a subject or predicative, the genitive or a possessive pronoun are usual:	**His / Your husband's** } saying so alters nothing.
3. If the subject of the gerund carries the main stress of the gerund phrase, the accusative is more frequent:	I like the idea of **you** rescuing your brother.

(K. Schibsbye)

5.06. Comment on these situations using gerund clauses beginning with possessives or (pro)nouns in the Accusative as appropriate.

1. I answer letters by return of post. You can count on it.
   You can count on my/me answering letters by return of post.
2. That may not happen before the weekend. I shan't depend on it.
3. Tudor comes to the house so frequently. Grandmother doesn't care for it.
4. Sandra will marry Tudor next year. Sandra's parents have agreed to it.
5. Sandra and Tudor have told their parents all about it. I approve of it.
6. All of them are going to the mountains for their holiday. We worry about it.
7. Tudor kept Sandra waiting yesterday. She complained about it.
8. My sister is marrying in a hurry. I don't approve of it.

USE

5.07.A. Gerund phrases may perform all the functions that nouns do. Look at the table below:

USES of GERUND	EXAMPLES
1. Subject of verb	**Her cleaning the house every day** is not necessary.
2. Direct object	Her husband appreciates **her cleaning the house every day.**
3. Prepositional object	Her husband insists **on her cleaning the house every day.**
4. Predicative	What her husband insists on is **her cleaning the house every day.**
5. Attribute	She is in the habit **of cleaning the house every day.**
6. Adverbial	**By cleaning the house every day** she pleases her husband.

5.07.B. *A GERUND may exhibit all the syntactic properties of a NOUN: it may be preceded by an article, a possessive or demonstrative pronoun, a noun in the genitive, or an adjective, or followed by a noun-adjunct with OF (or another preposition). A GERUND may also exhibit the syntactic properties of a VERB: it may be qualified by an adverb or adverbial phrase, and in the case of a transitive verb may govern an object. It may also take a subject of its own (see 5.05, 5.06). It may be used in the perfect form and in the passive voice (see 5.01).*

Point out the syntactic properties of a NOUN and the syntactic properties of a VERB exhibited by the gerund phrases in the sentences below.

1. His handling of the situation was masterly.
2. I object to being treated like a child.
3. He began reading slowly and in a clear voice.
4. She was waked by an insistent tapping on her door.
5. He educated himself by reading widely.
6. He was suspected of having embezzled large sums of money.
7. I detest all this arguing about points of no importance.
8. Without saying good-bye, he took his hat and walked out of the house.
9. What's the use of me going there?
10. There's no accounting for tastes.
11. John's coming home tomorrow will make all the difference.

(R.W. Zandvoort)

5.08. *An -ING form may be used as a VERBAL NOUN.* **Make a verbal noun preceded by THE out of the words in brackets, adding an OF phrase or 'S genitive as appropriate.***)

1. He was awakened by *(the, dog, bark)*.
   He was awakened by the dog's barking/by the barking of the dog.

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*) The *'s genitive* is optional with names of persons or animals; the *of phrase* is compulsory when the genitive phrase is long:

The little girl was puzzled by the grown-ups' coming and going.

But:

The little girl was puzzled by the coming and going of so many people.

2. *(the lake, freeze over)* occurred earlier than usual this year.
The freezing over of the lake occurred earlier than usual this year.
3. *(the pipes, burst)* was caused by the extreme cold.
4. *(her daughters, cough)* kept her awake all night.
5. The nurse was deeply touched by *(the patient, suffer)*.
6. *(the leaves, rustle)* in the wind was like music to him.
7. *(rubbish, burn)* outdoors should be done in a safe place.
8. All American pupils learn about *(the Pilgrims, land)* at Plymouth Rock in 1620.
9. *(modern and comfortable flats, build)* is a feature of present-day Romania.
10. *(rare birds, shoot)* is forbidden by law in most countries of the world.

THE GERUND AS SUBJECT

5.09. In the following sentences change the infinitive into a gerund in order to practise the use of the gerund as a *subject*.

1. It's fun to ride a horse.
Riding a horse is fun.
2. It isn't easy to learn a foreign language.
3. It's illegal to drive without a licence.
4. It's dangerous to climb that mountain in winter.
5. It's difficult to tell people bad news.
6. It's tiring to swim against the current.
7. It takes skill and experience to be a good cook.

THE GERUND AS DIRECT OBJECT

5.10.A. The gerund (as a direct object) is used after these verbs:

admit	can't stand	discuss	excuse *(+ Possessive + G.)*	imagine
appreciate	consider *(= think about)*	dislike	fancy	involve
avoid	delay	doubt	favour	keep *(= continue)*
can't endure	deny *(usu. + Perf. G.)*	enjoy	finish	mention
can't help	detest	escape	forgive	mind *(neg.; inter.)*

5.10.B. Complete the following sentences with COULDN'T HELP + an appropriate gerund.

1. The little girl didn't want to cry but she . . . .
The little girl didn't want to cry but she couldn't help crying.
2. The story was so funny that the children . . . .
3. The actress was so beautiful that we . . . .
4. They spoke so loudly that I . . . .
5. The end of the story was so sad that Laura . . . .
6. The letter was on the table, so I . . . .

5.11. Complete each sentence with the *gerund* of a suitable verb.

1. Please excuse my . . . late.
Please excuse my being/coming late.
2. I dislike . . . early on Sunday mornings.
3. Please forgive my . . . the vase.
4. Fancy her . . . such unkind things about you!
5. When you've finished the book, you can tell me if you have enjoyed . . . it.
6. The job will involve your . . . to different parts of the country.
7. I wish you wouldn't keep... me what I already know.
8. This room will look very cheerful once you've finished . . . it.

5.12. Make formal requests using WOULD YOU MIND + GERUND and informal requests using DO YOU THINK YOU COULD.

1. Ask a policeman to show you the way to the railway station.
Would you mind showing me the way to the railway station?
2. Ask your deskmate to lend you his dictionary.
Do you think you could lend me your dictionary?
3. Ask your mother to make you some tea.
4. Ask a stranger to lend you his newspaper for a moment.
5. Ask your form teacher to give you her telephone number.
6. Ask your deskmate to open the window a little.
7. Ask the guest to your school to sign the visitor's book.
8. Ask your friend to help you with your homework.
9. Ask your brother to turn the TV down a bit.
10. Ask the cashier to change a 100 lei note for you.

5.13. These verbs are also followed by a gerund:

forget	prevent	(can't) resist	suggest
miss	recall	resume	tolerate
pardon	recollect	risk	understand
postpone	remember		*(+ Poss.+G.)*
practise	resent	suffer	

A.* Complete the sentences with the GERUND form of the verbs in brackets.

1. Due to snow, our captain postponed *(take off)*.
2. While waiting to leave, I practised *(pronounce)* my English words.
3. At the time, I recall *(think)* about the children.
4. An airline official suggested *(buy)* sweets for the children.
5. Some passengers resented *(be)* in the airport so long.
6. I could not resist *(worry)* about the weather.
7. I knew the airlines could not risk *(have)* an accident.
8. I understood their *(delay)* the flight.

5.13.B. Situation: Bob is asking Angela about her childhood.
Put in Angela's answers.

1. *Bob:* Did you use to get into trouble a lot?
   Angela: **No, I don't remember getting into trouble at all.**
2. Did you use to collect stamps?
3. Did you belong to a secret club when you were a child?
4. Did you ever play *Cops and Robbers?*
5. Did you use to spend your pocket money on comics?
6. Did you ever buy pop records?

5.13.C. Do the exercise again on the pattern:

1. *Bob:* Did you use to get into trouble a lot?
   Angela: **I didn't, but I remember my brother getting into trouble a lot.**

5.14.A. The gerund is used after certain PHRASAL VERBS, too. Here are some of them:

take up	go on	give up	put off
go in for	keep on	leave off	

Replace each verb in italics by a verb + adverbial particle with a similar meaning.

1. Don't *continue* shouting like that! You'll wake all the neighbourhood!
   Don't keep on shouting like that! You'll wake all the neighbourhood!
2. We've *continued* writing to her regularly for weeks and don't know why we never get an answer.
3. The baby won't *stop* crying until he gets his food.
4. My grandfather *started* gardening when he retired.
5. My uncle has *renounced* smoking. He hasn't smoked a cigarette for a long time.
6. I'*ll engage in* acting when I grow up.

5.14.B. Situation: Susan is visiting her grandfather in hospital.
Put in her answers to grandfather's requests.

1. *Grandfather:* I'd really like some chocolate. I haven't eaten any for a long time.
   Susan: **Chocolate? But you've given up eating it, haven't you?**
2. "I'd really like a few cigarettes. I haven't smoked for a week."
3. "I'd really like some beer. I haven't drunk any for a month."
4. "You know, I'd really like some icecream. I haven't eaten any for a long time."
5. "Could you bring me a book about car repairing? I used to study car repairing, you know . . . I haven't studied for ages now."
6. "Bring me my old bicycle, will you? I haven't used it for a long time."

5.14.C. Make sentences using the table below.

The old lady Her friend	began started	complaining about the weather. arguing.
	kept (on) went on continued	cursing her misfortune. grumbling.
	(never) stopped gave up	repeating the same argument. criticizing her family. amusing herself. arranging the flowers.

5.15. Comment on these situations using the verbs: *enjoy, like, love, dislike, hate, loathe* **+ gerund.**

1. Mrs Smith has to wash the dishes after dinner every day. She *hates* it.
   Mrs Smith hates washing the dishes.
2. Alice watches TV every evening. She *likes* all the TV programmes.
3. Mr Smith operates a machine and does exactly the same thing all day. He *hates* it.
4. Sandra is a very good swimmer. She swims a lot every weekend and always *enjoys* it.
5. The Bartons never get up early on Sunday mornings. They *dislike* it.
6. Peter has got a small but very fast bicycle. He rides it a lot. He *loves* fast bicycles.
7. Many people travel by air. Some like it and others don't. Mr Parker *loathes* it.

5.16. Answer these questions:

1. When the bell goes at the end of a lesson, what do you **finish?**
2. What do you **resume doing** after a break?
3. What do you **practise** in conversation lessons?
4. If everyone arrives late, what will they have to **delay?**
5. If you're in hospital, what do you **appreciate your friends doing?**
6. If you were frightened of dentists, what would you **postpone doing?**
7. Where do you **suggest going** this evening?
8. What do you **hate doing** on holiday?
9. If a person is homesick, who does he **miss being** with?
10. If you see a bargain in a shop, what **is it worth doing?**
11. What do careless people **keep doing?**
12. What do firemen **risk?**

5.17. Join each pair of sentences by using a GERUND.

1. Paul has developed the film. He *finished* last night.
   Paul finished developing the film last night.
2. Tom thinks about Laura all the time. *He can't help* it.
3. I don't eat frogs. *I can't imagine* myself doing that.
4. David works every evening and *he won't stop* until he has passed his examination.
5. Shall we go away in July? *Why don't we suggest* it?

6. If I was all alone on a desert island, *I couldn't stand* it.
7. Precious time is wasted on unnecessary argument. *I can't understand* that.
8. The Parkers spend a lot of money on books but *they don't mind* that.

5.18. Comment on these situations. Use appropriate verbs + gerunds.

1. Mrs Ross writes letters to all her friends.
   Mrs Ross enjoys writing letters to her friends. *or:*
   I appreciate Mrs Ross writing to all her friends.
2. Fred knows very little about the subject. He said so yesterday.
3. I'm going to return the book to the library tomorrow.
4. Mr Alexander can't see you right now. Could you wait ten minutes?
5. I didn't want to tell them the whole story but in the end I did.
6. You're always interrupting me in the middle of a sentence!
7. You may have an accident if you drive that car.
8. Do you want to leave tomorrow? We've got a meeting on Thursday.
9. We have written ten sentences, using the gerund in all of them.
10. It doesn't bother me if you borrow my bicycle.

THE GERUND AS PREPOSITIONAL OBJECT

5.19. Make true sentences about yourself with the prompts given below. Use the gerund as a prepositional object.

I am I am not	keen on/fond of interested in/enthusiastic about	playing chess. playing football.
	good at/clever at skilful at/expert at experienced in/successful in used to/accustomed to	singing and dancing. speaking in public. competing with others. operating a computer. riding a bicycle.
	opposed to tired of/fed up with bored with/annoyed with (in)capable of afraid of/scared of	riding a motorcycle. going out after dark. hitch-hiking. flying.

5.20. Make up dialogues as shown below.

1. write English words
   Adrian: **I have difficulty in writing English words. What about you, Ann?**
   Ann: **Well, I've got used to writing English words.**
2. speak English fast
3. ask questions in English
4. learn so many new words
5. look up words in the dictionary
6. translate sentences into English
7. write summaries in English

5.21. Complete the following sentences sensibly, using the gerund as a PREPOSITIONAL OBJECT.

1. I got **tired of** ... so I went to bed.
   I got tired of listening to the radio/reading, so I went to bed.
2. Mr Barton always teaches the senior students; he isn't **used to** ... .
3. I sounded rather cross on the telephone. I'm **sorry about** ... .
4. Sandra can speak English quite well, but she's not very **good at** ... it.
5. Paul wrote her a very brief letter. Will she be **angry with Paul for** ...?
6. Doctors and nurses are **accustomed to** ... at night.
7. "Can she sew?" "Yes, she's especially **skilled at** ... women's clothing."
8. Some little girls are very **fond of** ... dolls.
9. "Father caught a lot of fish this morning." "Was he **surprised at** ...?"
10. Mr Plumb is such a truthful man that I don't think he's **capable of** ... a lie.
11. You were so rude yesterday. You ought to be **ashamed of** ... .
12. The cook got **tired of** ... so she went out for a walk.
13. Some people do the same thing every day. They are **content with** ... .
14. Did you hear the history teacher lecture yesterday? He's very **keen on** ... contemporary events.

5.22. Situation: The director of an advertising agency is offering a job to a graphic artist. He is asking she artist if he is interested in the job:

Would you be interested in taking the job?

What else is the director asking the artist? Use these prompts and suitable verbs.

1. for our firm
2. this sort of work
3. in our Brașov office
4. these products
5. our exhibition
6. a film
7. the theatre this evening
8. a game of chess

5.23. Answer these questions:

1. What is a potter **skilful at?**
2. What is Beethoven **famous for?**
3. What are ambitious people **concerned about?**
4. What are students **preoccupied with?**
5. What is a person climbing a mountain **intent on?**
6. What are vegetarians **opposed to?**
7. If a person suffers from claustrophobia, what is he **frightened of?**
8. If you were reading a boring book, what would you soon get **fed up with?**

5.24. Complete the following sentences:

1. When a country hosts the Olympic games, it is **responsible for** ... .
2. An Olympic athlete is **anxious about** ... .
3. Because they train so much before the games, a serious athlete appears **used to** ... .
4. Until the last moment, every athlete seems **sure of** ... .
5. During the games, the coaches are **worried about** ... .
6. After each Olympic game, the winners look **proud of** ... .
7. Our family are **interested in** ... .
8. Romanian athletes are always **good at** ... .
9. During the Olympic games in Los Angeles we were all **enthusiastic about** ... .

5.25.* Fill in the blanks with the right preposition. Use the GERUND form of the verb in brackets after the preposition.

1. Dan was proud ... *(finish)* the work in such a short time.

   Dan was proud of finishing the work in such a short time.
2. Mrs Grant is always afraid ... *(lose)* her umbrella.
3. Were the Fosters successful ... *(get)* a loan from the bank?
4. My friend is enthusiastic ... *(study)* English at school.
5. I'm fed up ... your *(grumble)*.
6. Are you accustomed ... *(hear)* those planes over your house?
7. The witness is very anxious ... *(testify)* in a courtroom.
8. He is intent ... *(learn)* foreign languages.
9. I'm not particularly keen ... *(attend)* football games.
10. I'm sorry ... *(lose)* it. I'll be responsible ... *(replace)* it.
11. Paula is really quite capable ... *(complete)* the work by herself.
12. I'm very much opposed ... your *(go)* on holiday alone.

5.26. Make up questions and answers about these people.

1. a watchmaker/skilful at

   Tudor: **What is a watchmaker skilful at?**

   Angela: **A watchmaker is skilful at making or repairing watches.**

2. a mechanic/expert at
3. a worker on an assembly line/bored with
4. a football player/intent on
5. a candidate to an exam/concerned about
7. a form teacher/anxious about
8. your maths teacher/angry at
9. your physics teacher/surprised at
10. your language teacher/delighted at

5.27. Read the verb + preposition combinations listed below which can be followed by a GERUND or gerund phrase.

argue about*) care about complain about/of dream about/of forget about see about talk about think about/of warn (smb) about worry about	recover from refrain from apologize (to smb) for blame (smb) for care for forgive (smb) for	believe in consist in delight in participate in succeed in approve of boast of consist of hear of	comment on concentrate on count on depend on insist on rely on agree to contribute to look forward to object to

5.28. Make dialogues on the pattern below.

1. climb the Piatra Mare — stay in a chalet

   Mrs Barton: **You know, I've always dreamt of climbing the Piatra Mare.**

   Mr Barton: **Well, I'm looking forward to staying in a chalet.**
2. go to Braşov — climb Mount Tîmpa
3. visit Bran Castle — see the collection of medieval weapons
4. go down the Danube in a boat — sail down the Danube-Black Sea Canal
5. ride a horse — swim in the Black Sea

5.29.* Fill in the blanks with the right preposition. Use the GERUND form of the verb in brackets after the preposition.

1. Father doesn't approve ... *(study)* late at night.
   Father doesn't approve of studying late at night.
2. Our maths teacher objects ... *(use)* any different method.
3. Alice forgot ... *(phone)* her friends until late in the evening.
4. Mr Parker constantly worries ... *(lose)* his position.

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*) Most of these verbs can also be used in the pattern:

Subject + Finite Verb + Preposition + Possessive + Gerund phrase

She complained of his coming late again.

5. You shouldn't rely ... *(get)* help from Paul.
6. Did Mr Grant finally succeed ... *(sell)* his old car?
7. Why did you insist ... *(do)* everything yourself?
8. We are looking forward ... *(see)* our friends next week.
9. I didn't think ... *(say)* anything to her at the time.
10. Steve always depends ... *(get)* help from his friends.
11. Paula has never forgiven him ... *(make)* that sarcastic remark.

5.30. Make suggestions. Use HOW ABOUT/WHAT ABOUT + gerund.

1. *Ann:* I'd like to go to the cinema this week.
   Bob: **Well, how about going on Monday?**
2. *Ann:* And can't we go to the theatre one evening? *Bob:* ... ;
3. *Ann:* Good idea. And why don't we ever visit a museum? *Bob:* ... ;
4. *Ann:* OK. And we never play tennis together now. *Bob:* ... ;
5. *Ann:* And I'd like to see my grandparents one day. *Bob:* ... ;
6. *Ann:* Yes, OK. And I'd like to go to the disco some time, too. *Bob:* ... ;
7. *Ann:* Great! And let's have a rest on Sunday! *Bob:* ... .

5.31. Answer these questions in complete sentences.

1. What did you **apologize** to the physics teacher **for?**
2. What have you and your deskmate been **arguing about?**
3. What doesn't your father **approve of?**
4. What did he **blame** you **for** last night?
5. As a school pupil, what do you really **care about?**
6. Since this term began, what have you been **concentrating on?**
7. After this term, what are you **looking forward to?**
8. What has your teacher of English always **insisted on?**
9. After school today, what do you have to **see about?**
10. What does keeping your scholarship **depend on?**
11. What does being a good student **consist of?**
12. Before you left for school, what did your mother **warn** you **about?**

5.32. Make sentences about these people.

1. my elder brother/delight in
   My elder brother delights in teasing me.

2. little children/look forward to
3. university students/concentrate on
4. old people/depend on
5. hardworking people/succeed in
6. young men/boast of
7. forgetful people/apologize for
8. young girls/dream of
9. elderly women/complain about
10. understanding parents/approve of
11. strict teachers/object to

5.33. With some other verbs, the pattern is:

FINITE VERB + DIRECT OBJECT +
They congratulated her
+ PREPOSITIONAL OBJECT*)
on winning the prize.

advise ... about ask ... about inform ... about warn ... about	deliver ... from hinder ... from prevent ... from protect ... from rescue ... from save ... from stop ... from	excuse ... for/from punish ... for interest ... in unite ... in accuse ... of assure ... of	congratulate ... on spend ... on waste ... on associate ... with charge ... with connect ... with threaten ... with

Make up sentences of your own using some of the verb + preposition combinations listed above.

5.34. Answer these questions:

1. What did you **congratulate** your father **on?**
2. What did you **threaten** your younger brother **with?**
3. What do students **spend** a lot of money **on?**
4. What did your form-teacher **inform** you **about** last week?
5. What did the bad weather **prevent** you **from** doing last Sunday?
6. The little boy couldn't swim. What did the man **rescue** him **from?**
7. The boys broke a window when playing football. What were they **punished for?**

*) These have corresponding passive forms:
She was congratulated on winning the first prize.

5.35.* Fill in the blanks with the right preposition/adverbial particle. Use the GERUND form of the verb in brackets after the preposition/adverbial particle.

1. Are you looking forward ... *(go)* on holiday?
   Are you looking forward to going on holiday?
2. Aunt Martha is thinking ... *(spend)* her holiday at Felix Spas.
3. We are counting ... *(see)* you at our party next week.
4. Peter is looking forward ... *(start)* his new job.
5. Michael has been given a medal. He jumped into the river and rescued a boy ... *(drown)*.
6. When Sandra leaves school, she wants to go ..... *(act)*.
7. Everybody congratulated Monica ... *(pass)* the examination.
8. Christine apologized to the teacher ... *(be)* late.
9. I wanted to walk, but my friend insisted ... *(take)* the bus.
10. Thank you ... *(lend)* us the book.
11. Did your parents agree ... *(you, come)* to see me?
12. The doctor doesn't object ... *(grandmother, eat)* a cake now and then.
13. Because of the bad weather we had to put ... *(leave)* till Saturday.
14. Did you pay that fellow ... *(repair)* your motorbike?
15. When the weather is fine, I feel ... *(go)* for a walk.

5.36. Fill in the blanks with suitable gerunds.

1. *Tudor:* A splendid weather report for tomorrow. We can count on ... a fine day.
2. *Angela:* I suppose you're thinking of ... that mountain. I'll have to see about ... you a picnic lunch.
3. *Tudor:* What about you ... too?
4. *Angela:* I'm not at all used to ... .
5. *Tudor:* We can easily get to the top without .... You're not afraid of ..., are you?
6. *Angela:* No, but I'm not very keen on ... at dawn and ... all day on my feet.
7. *Tudor:* All right. Let's put off ... till after breakfast.
8. *Angela:* Is that early enough to give us a chance of ... to the top?
9. *Tudor:* Does it matter if we don't?
10. *Angela:* Not unless I get the blame for not ... .

(J.A. Bright)

5.37. Make comments on the following situations. Use the GERUND after verbs + prepositions/adverbial particles.

1. The weather was bad yesterday so we couldn't go on a picnic.
   The bad weather prevented us from going on a picnic. *or:* **We had to put off going on a picnic because of the bad weather.**
2. Tom comes to our house very frequently. Aunt Martha doesn't like it.
3. Father used to smoke a packet of cigarettes a day. The doctor told him it wasn't good for his health and now father doesn't smoke any more.
4. Laura was late for school yesterday. When she entered the class she expressed her regret about it.
5. We often study late at night. Father is against it.
6. Mr Grant wanted to sell his old car but nobody wanted to buy it. Finally he sold it to a mechanic.
7. Mrs Taylor talked and talked although nobody was listening to her.

THE GERUND AS PREDICATIVE

5.38. Make one sentence out of two by using the gerund as a predicative.

1. Alice reads many magazines. That is her favourite pastime.
   Alice's favourite pastime is reading magazines.
2. Tudor sails a boat. That is his hobby.
3. The baker bakes bread. That is his profession.
4. I guide tourists around my city. This is my summer job.
5. The mechanic mends cars. That is his work.

THE GERUND AS ATTRIBUTE

5.39. Complete these sentences with appropriate gerund phrases. Use the gerund as an attribute.

1. "Is he a language teacher?" "Yes, he has a lot of experience **in ... .**"
   "Is he a language teacher?" "Yes, he has a lot of experience in language teaching."
2. Victor Brad writes short stories. He hopes to make a **career of ... .**
3. You shouldn't park your car here. You'll get a **ticket for ... .**
4. Grandmother eats too many sweets. She seems to get great **satisfaction from ... .**

5. It is my pleasure to introduce our guest speaker. I take great **pride in ...** him.
6. "Would you like to go to the theatre?" "Yes, I'm **in favour of ... .**"
7. "Are you going to buy a new car?" "I don't know. We have **doubts about ... .**"

5.40. Make sentences using the table below:

		the opportunity		meeting them.
		the advantage		knowing them.
I	have	the favour	of	working with them.
We	had	the privilege		studying with them.
You	have had	the honour		travelling with them.
		the pleasure		spending the holiday with them.
		the fun		

5.41. Suggest various completions for each of the following:

1. As they had no matches, they had great **difficulty in ... . As they had no matches, they had great difficulty in lighting the fire.**
2. You are here to discuss this problem. That is my only **reason for ... .**
3. Mrs Ross doesn't eat properly; she won't take the **trouble of ... .**
4. "Shall we fly or go by boat?" "Please yourself but I see no **advantage in ... .**"
5. We'll go to the theatre if you like but personally I hate the **thought of ... .**
6. Nobody yet knows that we're going to get married, so there must be no more **delay in ... .**
7. We've talked about this problem but there's been no time to think. Let's have a **pause for ...**

5.42. Comment on these sentences using THERE'S NO HARM IN + gerund.

1. *Mother:* Tony works frightfully hard.
   Adrian: **Well, there's no harm in working hard.**
2. *Mother:* Tony uses every minute of the day. *Adrian:* Well, ...
3. He's very different from you. ... .
4. You're always reading books. ... .
5. When you're not fishing. ... .
6. You always take things easy. ... .
7. Oh, you always give the same answer. ... .

5.43. Answer these questions:

1. If I spoke quickly, what would you have **difficulty in?**
2. What do tactless people make a **habit of?**
3. What does a musical person take **pleasure in?**
4. If you don't want to go to a party, what can you make an **excuse for?**
5. If you have no chance of passing an exam, what is there no **point in** doing?
6. If you're feeling tired, what are you not **in the mood for?**
7. What would an honest person have no **intention of** doing?

5.44.* Fill in the blanks with the right preposition. Use the GERUND form of the verb in brackets after the preposition.

1. He didn't explain his reasons ... *(leave)* early.
   He didn't explain his reasons for leaving early.
2. He has no intention ... *(write)* to her.
3. There's really no excuse ... *(not phone)* her.
4. He won't tell me his reasons ... *(leave)* her.
5. Mrs Barton has a lot of experience ... *(teach)* young children.
6. There is very little possibility ... *(find)* a substitute now.
7. Peter found a new method ... *(solve)* the problem.
8. We have doubts ... *(ask)* Monica to help us.
9. She has shown very little interest ... *(learn)* more about this subject.

5.45. Make up sentences about these people.

1. a reporter/opportunity of
   A reporter has the opportunity of meeting all kinds of people.
2. an old person/satisfaction from
3. a playwright/career of
4. a mother/pride in
5. a lady in a shop/doubts about
6. a dressmaker/experience in
7. a scientist/method of
8. a little child/difficulty in
9. a Nobel prize winner/reason for
10. a stamp collector/interest in
11. an avid reader/pleasure in

5.46. Complete the sentences below with the necessary words. Use possessive pronouns or pronouns in the Accusative + gerunds.

1. "Did Bob *win* the race?" "Yes, we were delighted at ... the race."
   "Did Bob win the race?" "Yes, we were delighted at {his / him} winning the race."
2. "May I *open* the window?" "Of course. I have no objection to ... the window to get some fresh air."
3. "Can the boys *leave* early this afternoon?" "I'm sorry, but I can't agree to ... ."
4. "Did Steve *win* the maths competition?" "Yes, and I had never imagined ... this competition."
5. "Doesn't Mrs Smith want to *buy* a Persian carpet?" "Yes, but her husband won't hear of ... such an expensive carpet."
6. "Can I *help* you?" "Yes, I'd appreciate ... me with this application."
7. "The Plumbs *left* awfully early, didn't they?" "Yes, I can't understand ... the party so early."
8. "We *had* trouble with the Physics examination." "Well, I'm not surprised at ... difficulties with that exam."

5.47. Comment on the following situations, using the GERUND after nouns/adjectives + prepositions. In most cases several alternatives are possible.

1. I find English spelling very difficult.
   I have difficulty in spelling English words. *or:*
   I'm incapable of spelling English words corectly.
2. Mr Brand has been driving a car for many years. He's an excellent driver. He enjoys it, too.
3. Alice thinks biology is a fascinating subject. She wants to study it.
4. Jenny did very well on her physics test, although she is not very good at physics.
5. Mrs Brown does not know whether to buy the sewing-machine or not.
6. Henry takes things easy and this irritates his mother.
7. I don't like to stay indoors when the weather is fine.
8. Tudor always tells the truth. He has never told a lie.
9. Yesterday Tony was rude to his friends. Today he regretted it.
10. Mr Miller has a monotonous job. He wants to change it.

5.48. Complete the following sentences sensibly, using the gerund as an ADVERBIAL.

1. The little boy was sick **after** ... *(a whole box)*.
   The little boy was sick after eating a whole box of chocolates.
2. I sent a telegram **instead of** ... *(a letter)*.
3. Grandfather still walks five miles a day **in spite of** ... *(seventy years old)*.
4. Students should always read examination questions very carefully **before ... .**
5. Please don't enter the room **without ... .**
6. People keep cool in a hot climate **by ... .**
7. Peter started to answer the examination questions **after ... .**

5.49. *BY* + **GERUND** *expresses means, and answers the question HOW?*
Make questions and answers as shown.

1. borrow books — join a library
   Bob: **How do you borrow books?**
   Adrian: **By joining a library.**
2. learn new words — use a dictionary
3. enter a competition — fill in an entry form
4. make a phone call — dial the number
5. find a phone number — look it up in the directory
6. find the way — ask a policeman
7. send a telegram — fill in a form

5.50. *FOR* + **GERUND** *expresses the general purpose of things.*
Can you say what these are for?

1. a washing-machine
   Bob: **What's a washing-machine for?**
   Adrian: **It's for washing clothes.**
2. a sewing-machine
3. a vacuum cleaner
4. a record player
5. a hairdryer
6. a dishwasher
7. a tin-opener
8. a freezer
9. an iron
10. a toaster

GERUND OR INFINITIVE?

5.51. *The subject can be expressed either by an infinitive or by a gerund.*
Change these sentences so that the infinitive is replaced by a gerund.

1. It was nice to see you.
   It was nice seeing you.

2. It was dull to work with them.
3. However, it was good to get the job done.
4. It's fun to learn to play tennis.
5. It was exciting to see his show.
6. It's convenient to shop here.
7. It's useless to complain about it.

5.52. *Some verbs can have either the* **gerund** *or the* **infinitive** *as a direct object without any change of meaning:*

begin start	continue cease	neglect omit	intend*) attempt*)	fear

In the following sentences change the infinitive into the gerund.

1. Please begin to read the text, Paula.
Please begin reading the text, Paula.
2. He could not continue to speak because of the noise.
3. Don't neglect to write to your mother, Tudor.
4. He told me he intended to write a book on migratory birds.
5. I'm sorry I omitted to tell you the most important news.
6. Most women fear to lose their good looks.
7. When are you going to start to take French lessons?
8. They have ceased to make bicycles in this factory.
9. The boys attempted to climb to the top of the mountain but failed.

5.53. *The verbs* **need deserve want require** *are followed either by a gerund or by a passive infinitive.* **)

Situation: Nothing seems to be working properly in the Browns' house. What needs to be done about these things?

Use need(s)/want(s) + gerund.

1. The car's going badly. *(service)*
It needs servicing.
2. The tyres are worn smooth. *(change)*
They want changing.
3. The refrigerator's not working properly. *(put right)*
4. The sewing machine's gone wrong. *(repair)*

*) The infinitive is more usual.

**) *Deserve* is also followed by an active infinitive when the action is to happen: *He deserves to succeed.*

5. The chimney's very dirty. *(sweep)*
6. All the locks have broken. *(mend)*
7. The doors are all scratched. *(paint)*
8. The table is covered with marks. *(polish)*

5.54. *A few adjectives can be followed either by the infinitive or by a preposition + gerund.* **Change these sentences so that the adjective + infinitive form is replaced by adjective + preposition + gerund.**

1. She was surprised to see you here. *(at)*
She was surprised at seeing you here.
2. The boy was happy to finish his work. *(about)*
3. I was annoyed to hear him laugh. *(at)*
4. The little child was proud to be recognized. *(of)*
5. I was pleased to see him safe and well. *(at)*
6. He was quite content to stay where he was. *(with)*
7. The children are delighted to be on holiday. *(at)*
8. We are determined to fulfil all their wishes. *(on)*

5.55. *Either the infinitive or a (preposition +) gerund can folow the nouns and verbs below without any difference in meaning.*

Rephrase the sentences so as to use a gerund construction.

1. I had no *chance* to get awai. *(of)*
I had no of getting away.
2. They made another *attempt* to cross the river next day. *(at)*
3. It was a great *pleasure* to be with you this evening.
4. We *agreed* to make an early start. *(on)*
5. In the end she *decided* to buy the blue dress. *(on)*
6. The book *aims* to familiarize the reader with the world of computers. *(at)*
7. I never *thought* to look for the book in the kitchen. *(of)*
8. We had the *opportunity* to meet the famous scientist. *(of)*

5.56. Situation: Paul and Monica are in the kitchen preparing a meal.

A. Respond to Paul's remarks in the same way as Monica. Use FOR + GERUND to express *the general purpose of things.*

1. *Paul:* Wait a moment! I've got an egg-slicer.
Monica: **How useful! A gadget for slicing eggs!**

Paul:	*Monica:*
2. Hang on! I've got a garlic-crusher for that.	.....
3. Wait a moment! You can use my cherry-stoner if you like.	....

4. Just a minute! There's an apple-corer somewhere. ....
5. Why don't you use the juice-extractor? ....
6. Would you like to use my parsley-chopper? ....

B. *Purpose can also be expressed by the infinitive.* **Do the exercise again, on the pattern:**

1. *Paul:* Wait a moment. I've got an egg-slicer.
   Monica: **Do you mean a special gadget to slice eggs with?**

5.57.* *With most verbs expressing feelings or attitudes, the distinction between gerund and infinitive coresponds to the distinction 'general' versus 'particular'.* **Some of these verbs are:**

like*)	prefer	can't bear	hate
love		dread	loathe

Complete the sentences with the gerund or the infinitive of the verbs in brackets.

1. Let's invite him. I'm sure he would love *(come)* to our party.
2. The film was so terrifying that she could hardly bear *(watch)* it.
3. A truthful person hates *(tell)* lies.
4. His father has a fearsome temper. I'd hate *(make)* him angry.
5. "I've always loved *(act)*." "I'd love *(see)* you on the stage."
6. I dread *(refuse)* him, but I'm afraid I shall have to.
7. "Would you like *(come)* with me or would you prefer *(stay)* at home?"
   "I'd love *(come)* with you. I'd hate *(spend)* all the day indoors."
8. Mrs Smith loathes *(travel)* by air.
9. I dread *(have)* to visit the dentist. I dread *(think)* of what may happen.
10. The old lady couldn't bear *(see)* animals treated cruelly.
11. "Would you like *(come)* to a lecture on Benjamin Britten tonight?"
    "No, thanks. I like *(listen)* to music but I don't like *(listen)* to people talk about it."

*) *Like, love, hate* and *prefer* are usually followed by the *gerund* when used in the *present* or *past* and by the *infinitive* when used in the *conditional*.
e.g. *I like cycling. I'd love to come with you.*

5.58. Change the sentences below so as to include the words in brackets. Remember:

forbid, permit, allow	*doing someone to do*	*intend, advise, recommend*	*doing someone to do*

1. The Smiths don't allow watching television. *(their children)*
   The Smiths don't allow their children to watch television.
2. The Bartons intend going to University. *(their son)*
3. The guide recommended visiting the Art Galleries. *(the tourists)*
4. They don't permit the feeding of animals. *(visitors)*
5. The doctor advised going on a diet. *(the patient)*
6. They don't allow parking here. *(motorists)*
7. The Plumbs forbid the wearing of make-up. *(their daughter)*

5.59. After certain verbs, either the infinitive or the gerund may be used with a difference in meaning:

Main verb + INFINITIVE	Main verb + GERUND
The infinitive refers to an action that happens **after** the action of the main verb.	The gerund refers to an action that happens **before** the action of the main verb.
A.	B.
1. I **remembered to lock** the door before we left. 2. I **forgot to take** my camera to the mountains last week-end. 3. I **regret to tell** you that you have failed the test. 4. Susan **stopped** in the street (in order) **to talk** to Bob.	1. Don't worry. I **remember doing** it. 2. I'll never **forget taking** those beautiful pictures on our holiday last month. 3. I **regret telling** you the bad news. 4. Well, but she **stopped talking** to Bob a month ago.

5.60. Comment on these situations. Use STOP + gerund and STOP + infinitive.

1. The librarian put her book down and answered my question.
   The librarian stopped reading. She stopped to answer my question.

2. In the middle of the lesson, the teacher went over to the window and closed it.
3. Everybody was working in the factory. The clock struck one o'clock. The factory canteen opens at one.
4. Peter was doing his homework yesterday when the telephone rang. He had to stop and answer it.
5. The student threw his books down and went for a walk.
6. The speaker's throat was very dry. He drank some water.

5.61.* Put the verbs in brackets in the right form: the GERUND or the INFINITIVE.

1. We read this book in class last year. Do you remember *(read)* it?
2. Tudor forgot *(bring)* his exercise-book; he left it at home.
3. Why are you late again? Have you forgotten *(promise)* me that you will never be late again?
4. I remembered to post the letter you gave me, but I didn't remember *(buy)* any stamps.
5. The house is old, and it badly wants *(paint)*. We wanted *(paint)* it last month, but father was against it.
6. They don't allow *(smoke)* in the auditorium; however, they allow people *(smoke)* in the foyer.
7. Does your car need *(wash)?* I certainly need *(wash)* mine.
8. "Stop *(ask)* silly questions. If you keep on *(interrupt)* me, I'll send you out of the class."
9. We regret *(say)* that the lecture was dull and wasn't worth *(listen)* to.
10. I advise you *(wait)* before *(make)* a decision.
11. We didn't fancy *(live)* in that house and regretted *(move)* from our old one.

5.62. Comment on these situations using REMEMBER/FORGET + gerund or infinitive, as apropriate.

1. Mr Smith often forgets to lock the front door but he didn't today.
   He remembered to lock the front door.
2. The picture of his hand putting the key in the lock is quite clear in Mr Smith's mind. What does he remember?
   He remembers { locking / having locked } the door.
3. Mrs Smith was just about to leave the shop when she said, 'Oh, yes. Salt!'

4. Mother can't find any money in her white purse, but then she remembers: she put it in her brown purse.
5. 'Let's go to the film at the Scala,' your friend says. When you get there, you realise you've seen it. What do you remember?
6. Michael often forgets to set his alarm clock but he did not yesterday.
7. The teacher said the test would be easy. In fact it was very hard. You remember his words.
8. The salesman said the television set had integrated circuits. He didn't forget that.

5.63. *After certain adjectives and verbs, either the infinitive or the gerund may be used with some differences of meaning.*

Look at the table on page 364.

5.64.* Put the verbs in brackets into the right form — gerund or infinitive.

1. I shall be very interested *(know)* what happens.
2. Before trains were invented, people used *(travel)* on horseback or in stage coaches.
3. What do we stand *(gain)* by the treaty?
4. Mr Martin has taught his dog *(perform)* some clever tricks.
5. "Would you like me *(turn)* down the radio a bit?" "No, it's all right. I'm used to *(work)* with the radio on."
6. What's she doing? She's just trying *(open)* the tin.
7. I have been learning *(skate)* for three years and I still fall down all the time.
8. You should try *(use)* petrol, if you can't get it off with water.
9. Although she is only six she learnt *(write)* very quickly.
10. Paul likes to know and learn about ships. He is interested in *(ship)*.
11. I can't stand *(wait)* in the rain.
12. The soldier didn't move the bomb. He was afraid *(touch)* it; he was afraid of *(be)* blown to pieces.
13. The inspector asked *(see)* my ticket and when I wasn't able *(find)* it he had me *(buy)* another.
14. I don't mind the children *(play)* in the garden, but I won't have them *(walk)* over my flowers.

INFINITIVE		GERUND	
EXAMPLE	MEANING	EXAMPLE	MEANING
1. Mrs Smith was **afraid to wake** her husband.	She was too frightened to do it.	1. Mr Smith was **afraid of missing** his train.	He had that fear.
2. He's too **ashamed to look** at us.	This is his attitude towards the future.	2. He's **ashamed of losing/having lost** his temper.	He's ashamed of a past action.
3. Paul is **certain/sure to pass** his exam.	The speaker is certain.	3. Paul is **certain/sure of passing** his exam.	Paul himself is certain.
4. I am very **interested to hear** your news.	I (very much) want to hear your news.	4. I am **interested in collecting** coins.	I like/I'm keen on collecting coins.
5. I **meant to tell** you, but I forgot.	I intended to tell you.	5. This illness will **mean (your) going** to hospital.	It will require that treatment.
6. **Try to get** here early.	Make an effort/attempt.	6. Have you **tried sleeping** on your back as a cure for your backaches?	Have you made that experiment to see what happens?
7. My father **taught** me **to swim.**	Now I can swim.	7. He **taught me swimming.**	Not skating or riding.
8. Alice has **learnt to cook.**	Now she knows how to cook.	8. Helen has been **learning cooking** for years.	She has been studying the subject, but doesn't know how to cook yet.
9. I **propose to start** tomorrow.	I intend to start tomorrow.	9. I **propose waiting** till the doctor gets here.	I suggest waiting.
10. We **stand to lose** everything.	We run that risk.	10. I **can't stand losing** anything.	I can't bear it.
11. I **used to walk** to school when I lived in Pitești.	I walked to school every day. It was my habit.	11. I'm **used to walking** long distances.	I'm accustomed to long walks. It's nothing new.
12. He **had** us **empty** our pockets.	He gave us instructions and we carried them out.	12. He **had** us all **singing.**	He acted in such a way that we were all singing.

5.65. Complete the following sentences with either an infinitive or a gerund.

1. My parents have been married for twenty years; however, my father **continues ... .**
2. My mother told me that after their wedding ceremony, she **enjoyed ... .**
3. For their honeymoon, my father **proposed ... .**
4. While my parents were driving to the mountains on their honeymoon, they **stopped ... .**
5. They had a nice drive, but when they arrived at the chalet, they discovered that they **had forgotten ... .**
6. **Have** your parents ever **regretted ... .?**
7. **Have** they ever **tried ... .?**

5.66. *Some of the verbs followed by a gerund (or an infinitive) may also be followed by a 'that' clause:*

Main Verb + GERUND/ THAT CLAUSE			Main verb + GERUND/ INF.	THAT CLAUSE
admit	fancy	recollect	advise	recommend
appreciate	imagine	suggest	can't bear	regret
deny	mention	understand	hate	remember
doubt	recall		intend	require
			plan	
			prefer	

Rephrase these sentences replacing the words in italics by a gerund or an infinitive construction.

1. Fred admitted *that he had read* very little about the subject.
2. I definitely recall *that I put* the envelope here on my desk.
3. I don't deny *that I haven't understood* that part of the lesson.
4. The doctor advised Lily *that she should take* the pills on an empty stomach.
5. Did you forget *that you had given* Mr Brad that message?
6. She couldn't bear *that he should think* of her in that way.
7. The teacher recommended *that we should do* at least ten maths problems every day.
8. He was surprised to find the door open. He distinctly remembered *that he had locked* it before going to bed.
9. Can you doubt *that he will win* the competition?
10. He preferred *that I should say* nothing about it at present.
11. I suggested *that he should call* a specialist immediately.
12. The law requires *that all cars should be regularly tested* for safety and efficiency.

5.67. Situation: Two people at a TV company are talking about different ways of saving money. Mr Green uses THAT clauses in his remarks.
Use gerunds in Mr Brown's answers.

1. *Mr Green:* Did anyone suggest that we spent less on advertising?
   Mr Brown: **Yes, I suggested spending less on advertising.**
2. Did anyone propose that we cut down on production costs?
3. Did anyone suggest that we reduced expense accounts?
4. Did anyone consider that we spent less on costumes?
5. Did anyone suggest that we had all telephone bills checked?
6. Did anyone recommend that we economised on the sets?
7. Did anyone object to the idea that we saved on heating?

5.68. In the following sentences, change the gerunds into THAT clauses. *Remember: a THAT clause is not usually preceded by a preposition.*

1. He acknowledged having received the telegram.
   He acknowledged that he had received the telegram.
2. We insisted on her coming with us.
   We insisted that she should come with us.
3. He denied ever having met her.
4. The doctor insisted on her staying indoors.
5. Why won't she agree to our visiting her?
6. We agreed on translating a play together.
7. I remember his borrowing the dictionary two months ago.
8. He admitted having done wrong.
9. Can she swear to having read the book?
10. She confessed to having a dislike for modern poetry.

5.69. Situation: You are on a train. The train is full. What do you say in the following situations? **Make polite requests.**

1. You want *someone* to move her suitcase aside.
   Would you mind moving your suitcase a little?
2. *You* want to move her suitcase.
   Do you mind if I move your suitcase?
3. You want *someone* to open the window.
4. *You* want to open the window.
5. *You* want to close the door.
6. You want *someone* to close the door.
7. *You* want to smoke.

8. You want *someone* to lend you his matches.
9. You want *someone* to tell you the time.
10. *You* want to sit by the window.

5.70. *Some of the nouns, adjectives and verbs followed by a preposition + gerund can also be followed by a 'that' clause.*
Rephrase these sentences as shown below.

1. Father was *surprised* that he had caught so many fish. *(at)*
   Father was surprised at catching so many fish.
2. They are quite *sure* they will leave in August. *(of)*
3. They have no *doubt* that they need to make careful preparations. *(about)*
4. I'm *sorry* that I sounded rather cross on the telephone. *(about)*
5. I'm *worried* that I may hurt her feelings. *(about)*
6. He *dreams* that he will sail around the world. *(of)*
7. He has little *hope* that he will pass his examinations. *(of)*
8. Can you be *certain* that you will get back in time? *(of)*
9. On a long journey by road I *believe* that one should stop fairly frequently for breaks. *(in)*

REVISION EXERCISES ON THE GERUND

5.71.* Put the verbs in brackets into the gerund or infinitive as appropriate.

1. I promised *(come)* early, but I couldn't help *(be)* late.
   I promised to come early, but I couldn't help being late.
2. He refuses *(take)* advice from anyone, so it's no use *(speak)* to him.
3. He was pleased at *(receive)* the letter a month ago, but he put off *(answer)* it until yesterday.
4. It left off *(rain)*, so we managed *(finish)* our game of tennis.
5. Mr Smith enjoys *(look)* at television when the programme is worth *(watch)*.
6. I wanted *(go)* to the cinema yesterday, because Michael had told me the film was worth *(see)*.
7. The soldier seemed *(be)* badly wounded, but he went on *(fire)* the machine gun.
8. Father has given up *(smoke)* and now prefers *(eat)* sweets.
9. The taxi-driver tried *(stop)* in time, but he couldn't avoid *(hit)* the old woman.
10. Is *(boil)* or *(fry)* the best way of *(cook)* this fish?

11. Do you feel like *(go)* for a walk or would you rather *(stay)* at home and *(watch)* TV?
12. If the sun hurts your eyes, why don't you try *(wear)* sunglasses?
13. I didn't mean *(eat)* anything, but the cakes looked so good that I couldn't resist *(try)* one.
14. *Tony:* I want *(catch)* the 6 a.m. train tomorrow.
Alice: But that means *(get up)* at five; and you're not very good at *(get up)* early, are you?
15. I'd love *(have)* an opportunity of *(meet)* you again.
16. There'll be an opportunity *(ask)* questions after *(hear)* the lecture.
17. I'm sorry *(disturb)* you with my sneezes; I've felt this cold coming on for weeks.

5.72. Read the following excerpt from *The Whole World and Heaven Itself* by *William Saroyan*. Point out the gerund and infinitive constructions. Translate the passage into Romanian.

A car is a good thing, I guess, because you can make it take you anywhere any time, fast or slow. Many times we had our car going more than a hundred miles an hour, but only for a minute or two when the highway was empty and straight and level, and many times we had it going almost as slow as a man walking, so we could look at everything carefully.

Now we were riding along in the night, going away from San Francisco to another place. After singing cowboy songs for about an hour, I got sleepy and stopped singing, and then I must have fallen asleep, because when I woke up it was morning. My father was still asleep.

TRANSLATION EXERCISES

5.73. Translate the following into English. Use the gerund wherever necessary.

A.

1. Filmul acesta merită văzut.
2. Ea neagă că a fost ieri la teatru.
3. Închipuie-ți-o venind la timp!
4. Nu aș risca să-i telefonez.
5. Nu pot să nu mănînc prăjitura. E prea bună.
6. Te supără dacă fumez în sufragerie?
7. Nu pot suferi să gătesc. Nu pot suferi să fiu chemată la telefon cînd sînt în bucătărie.

8. Dacă ai terminat de citit cartea, te rog s-o înapoiezi la bibliotecă.
9. Mi-a făcut mare plăcere să vorbesc cu voi.
10. Nu folosește la nimic să te superi pe ea.

B.

1.* „Vai, vai, dacă tu, puiule, ai fi fost om, să-ți faci și tu un rost, să te însori cu o fată cumsecade și cu avere, să mă duc la tine să mă bucur și eu, o dată în viață, de puținul ce-l mai am de trăit!"
Pavel, culcat pe patul ei, începea să plîngă, jura pe ce are mai sfînt că are să se schimbe, făcea planuri de viitor: cum o să-și cumpere el o căsuță la marginea orașului, o să se însoare, și mamă-sa va trăi ca o doamnă...
Cu timpul Ana încetă să se mai întrebe ce-i cu băiatul ei, de ce face ce face. Cînd se mai gîndea la el, numai o amărăciune și o osteneală îi umplea inima și se ruga din ce în ce mai rar lui Dumnezeu să-l îndrepte, simțind că-și tocește genunchii pe ciment degeaba. Începu să-i trimită tot mai puțini bani și să dea totul Emiliei.
2.* Învățătorul se opri și urmară cîteva clipe de tăcere. Atunci începu să vorbească preotul. El atrase atenția că învățătorul n-are nici un interes în chestia asta, dar își dă seama că trebuie să-și facă datoria și să spună părinților care e soarta care îl așteaptă pe băiat. După care preotul începu să dezvolte ideea învățătorului (de fapt a mamei) că adică băiatul nu e bun de muncă și că s-ar putea să moară dacă îl mai ține aici. Moromete tăcea mereu și continuă să tacă și după ce preotul se opri. Se vedea că e cu totul copleșit de întîmplare. Niciodată n-ar fi bănuit că fiul său putea fi ceea ce spunea învățătorul că este.
3.* Într-una din zile, găsesc pe amicul meu așteptîndu-mă, cu un almanah de Gotha în mînă (...). Sta cu cartea în mînă, uitîndu-se înaintea ochilor.
— Vezi, în adevăr, e așa.
— Ce?
— N-are decît 33 de ani.
Și se tot uita pe pustiu la imaginea lui.
— Ce, amice, nu prea ești sănătos?
El începu să rîdă, dînd din cap, parcă ar fi zis: "Sfinția-ta știi una, iar eu știu două." Apoi răsfoi mai departe. (...)
— Și cînd te gîndești că avea un pantof rupt!... Cui dracu să-i dea în gînd!
— Ia ascultă, prietene, nu cumva te prind frigurile?

— Ce friguri! E tocmai așa cum îți spun.
— Pînă acum n-ai spus nimic.
— Zi să-mi dea un păhăruț de vermut.
Deși trebuia să mergem la masă numaidecît, mă gîndii că o viață are omul pe pămînt și că-i păcat s-o trecem și pe aceea în necazuri. Tocmai voiam să îndeplinesc dorința prietenului, cînd furăm poftiți la masă. (...) Îl lăsai să mănînce în pace, ca să-i treacă amintirea melancolică pe care i-o scotea foamea în drum. (...)

6. NON-FINITE MOODS: THE PARTICIPLES

THE PRESENT PARTICIPLE

FORM

6.01. Look at the forms of the present participle:

	Active Voice	*Passive Voice*
General form	**offering**	**being offered**
Perfect form	**having offered**	**having been offered**

6.02. Read the verbs below. Mind the spelling of the present participle.

INFINITIVE	-ING FORM
read	reading
have	having
play	playing
try	trying
lie	lying
offer ['ɔfə]	offering
prefer [pri'fə:]	preferring
travel	travelling *(Am. English: traveling)*

Now write the -ING form of these verbs:

1. enjoy	5. hope	9. sit	13. carry
2. begin	6. occur	10. refer	14. argue
3. see	7. hop	11. shrug	15. forget
4. happen	8. control	12. be	16. die

6.03.A. Rephrase the following sentences using present participles in the passive voice.

1. The music which is being played now is by Mozart.
   The music being played now is by Mozart.
2. The houses which are now being pulled down were built fifty years ago.
3. The air-conditioner which is now being installed should make the office more comfortable.
4. The letter which is being typed now will be signed by the manager.
5. The dinner which is being prepared now is for the members of the conference.
6. The poem which is being recited now is by Byron.

6.03.B. Join each pair of sentences below twice so as to use two participial phrases: a) in the active voice; b) in the passive voice.

1. The doctor was examining the patient. The nurse saw it.
   a) **The nurse saw the doctor examining the patient.**
   b) **The nurse saw the patient being examined.**
2. The secretary was typing the report. Thr manager saw it.
3. The gardener was watering the flowers. The little girl was watching him.
4. The postman delivered the telegram at eight o'clock. Laura saw it.
5. Mother was laying the table and father was watching her.
6. Ungle George mentioned the score in passing but I heard it.
7. The mechanic was repairing the car and everybody was watching him.

6.04.A. Rephrase the following sentences in order to practise the use of the perfect participle (active) for previous events.

1. As I had enjoyed the book, I decided to see the film.
   Having enjoyed the book, I decided to see the film.
2. I can recommend the film because I've seen it before.
3. Alice stayed up all night. She kept yawning the next day.
4. Michael had to walk home because he missed the last bus.
5. The boys are playing football. They will eat a big lunch.
6. I've failed the exam so I'll have to take it again.
7. Sandra has been there before so she can tell you all about it.
8. Adrian had to go to hospital because he had broken his leg.

6.04.B. Rephrase the following sentences using the perfect participle passive.

1. The patient, who had been advised by his doctor to stop eating sweets, made every effort to do so.
   The patient, having been advised by his doctor to stop eating sweets, made every effort to do so.
2. The children, who had been instructed not to stay out too long, came back before dinner time.
3. The general, who had been warned of the enemy's attack, had all his men ready.
4. The garden, which had been neglected by the former tenants, was overgrown with weeds.
5. Mr Brown, who had been offered a good job out-of-town, told his wife they would have to move.
6. Mr Parker, who had been badly injured in the accident, was being operated on by the senior surgeon.

6.05. *Participles are made negative by placing NOT before them.*
Join each pair of sentences below using negative -ING participles.

1. I did not have any matches. I was not able to light the fire.
   Not having any matches, I was not able to light the fire.
2. I did not read the book. I did not know what it was about.
3. **Not having read the book, I did not know what it was about.**
3. Dan does not know the facts. He cannot make a decision.
4. George has not met David. He will not be able to recognize him.
5. Patricia didn't do her shopping in the morning. She went to the shops in the afternoon.
6. Frank did not have a map. He did not know where to go.
7. Roger did not see the film. He was not able to tell Steve about it.
8. Mr Smith is not a teacher. He cannot answer your questions.

6.06. *The present participle can come BEFORE or AFTER the finite verb.*
A. **Complete these sentences:**

1. Walking in the park, . . .
   Walking in the park, { **I came across my friend.** / **I felt the rain drops.**

2. Riding on the bus, . . .
3. Looking through the library, . . .
4. Sitting at my desk, ...
5. Listening to the lecture, ...
6. Hearing them argue, ...

B. Change these sentences so that the participial phrase comes at the end of the sentence.

1. Expecting to find her, I went outside.
I went outside expecting to find her.
2. Waiting in the rain, I got wet.
3. Shouting excitedly, they ran around the yard.
4. Stirring up a cloud of dust, the cowboy rode away.
5. Seeing the roadblock, he turned around.
6. Yawning and stretching, the man got to his feet.

6.07. *In this group of sentences, the participial phrase must come before the subject so as not to create ambiguity.*

Add the participial phrase in brackets to each sentence below.

1. He saw a lot of new cars. *(driving down the highway)*
Driving down the highway, he saw a lot of new cars.
2. Steve walked over to the librarian. *(carrying four books)*
3. George went to a chemist's. *(having no aspirin)*
4. I bought a book on allergology. *(lacking specific information)*
5. He thought about his manager. *(driving to the office)*
6. I killed all the flies. *(using an insect spray)*
7. His car hit a pedestrian. *(going round the corner)*

6.08. *A present participle is sometimes preceded by a noun or pronoun functioning as its subject. This is called the ABSOLUTE PARTICIPLE construction and is especially frequent in literary English.*

Rephrase the sentences below using ABSOLUTE PARTICIPLE constructions.

1. The day was cold and wet so we gave up the idea of a picnic.
The day being cold and wet, we gave up the idea of a picnic.
2. The petrol tank was empty so Mr Brown drove to a petrol station.
3. The weather was freezing cold so he turned on the heater in the car.
4. Everyone had to get up early so we all went home at ten.
5. There was a great demand for the product. The firm had to increase production.

6.09. The PRESENT PARTICIPLE may be used as follows:

USE	EXAMPLE
1. as part of the **continuous form** of the verb:	Mr Barton has been **teaching** English for many years. He is **teaching** English now.
2. in the **Accusative with Present Participle** construction, as part of a complex direct object:	I saw **them leaving** the house.
3. in the **Nominative with Present Participle** construction, as part of a complex subject:	**The ship** was seen **sailing** out of the harbour.
4. as an equivalent to an **attributive** clause:	The man **sitting** on the sofa is my former Physics teacher.
5. as an equivalent to an **adverbial** clause (time, cause, condition, etc.).	**Arriving** at the station, he found his train gone. **Having been** ill, she took it easy for a while. Weather **permitting,** we shall walk to the Lakes.

6.10.* Put the verbs in brackets into the right continuous tense. Pay attention to the spelling of the present participle.

1. It's noon, and I *(sit)* in the park.
It's noon and I'm sitting in the park.
2. I usually have a salad for lunch, but I *(have)* a sandwich now.
3. 'What you *(do)?*' 'I *(wait)* to talk to the manager. I *(wait)* for almost twenty minutes.'
4. Tom *(read)* an interesting story. He *(read)* it for the past hour.
5. Lily *(arrive)* at 8:00 tonight.
6. We *(leave)* next week. We *(fly)* to Oradea.
7. Yesterday morning I *(jog)* through the park when it started to rain.
8. From eight to ten yesterday morning, my friends *(play)* tennis.
9. When you get up tomorrow morning, I *(prepare)* breakfast.
10. When the bell rang, the pupils *(write)* for fifty minutes.

6.11. *The -ING participle is used in the ACCUSATIVE-WITH-PRESENT-PARTICIPLE construction after HEAR, FEEL, SEE, WATCH and other verbs denoting physical perception.*

Complete the sentences below with the ACCUSATIVE with PRESENT PARTICIPLE construction.

1. He is knocking at the door. *I hear . . . .*
   I hear him knocking at the door.
2. The policeman was directing traffic. *We saw . . . .*
3. The train was coming. *They listened to . . . .*
4. They were building a sand-castle. *I noticed . . . .*
5. The steak is burning. *I smell . . . .*
6. The soldiers were parading. *The general watched . . . .*
7. The earth is moving. *I feel . . . .*
8. The people were leaving. *The speaker observed . . . .*
9. Danger was approaching. *The watchdog sensed . . . .*

6.12. *The verbs of perception can also be followed by short infinitives (see exercises 4.68. and 4.69.). The infinitive implies that the action is complete, the present participle shows that the action is in progress.*

Use the words in brackets to make participial phrases. Note which of them can alternate with short infinitives.

1. We heard *(angry voices, come, next room).*
   We heard angry voices coming from the next room.
2. We watched *(children, play, schoolyard).*
   We watched the children playing/play in the schoolyard.
3. At the railway station we can see *(travellers, come, go, all day long).*
4. I saw *(she, walk, post office).*
5. We watched *(kitten, try, climb, tree).*
6. He observed *(man, enter, building, stealthily).*
7. I overheard *(the teacher, reprimand, Tom, mistake).*
8. The pupils listened attentively *(teacher, explain, lesson).*
9. I have never before observed *(rainbow, arch, sky).*
10. I saw *(Tom, break, window).* He must pay for it.
11. 'Did you hear *(a dog, bark)?*' 'I heard *(that dog, bark, all night).*'
12. I didn't notice *(you, raise, hand)* but I noticed *(several people, leave, room).*

6.13. *The verbs of perception can be used in the passive voice, too.* **Change the sentences below as shown, to practise the NOMINATIVE WITH PRESENT PARTICIPLE construction.**

1. They heard a phone which was ringing in the next office.
   A phone was heard ringing in the next office.
2. Somebody noticed two men who were swimming towards the shore.
3. They observed a strange object which was flying over the sea.
4. Somebody spotted a wooden box which was floating near the coast.
5. They heard a noise which was coming from the ship.
6. Somebody saw wreckage which was drifting onto the rocks.

THE PRESENT PARTICIPLE AS ATTRIBUTE

6.14. *Participles used after nouns are often reductions of attributive clauses.*
Change the sentences below so that the attributive clauses are replaced by participles.

1. The girl who's waving to me is an old classmate.
   The girl waving to me is an old classmate.
2. The man who is taking pictures is a professional photographer.
3. The girl who is sitting outside is a friend of mine.
4. The man who's laughing at her is her husband.
5. The teacher who is taking off his coat is our former teacher.
6. The girl who's drinking tea was at the meeting.

6.15. Add the participial phrase in brackets after the subject of each sentence below.

1. A pretty girl was sitting on the park bench. *(weeping bitterly)*
   A pretty girl, weeping bitterly, was sitting on the park bench.
2. The old man came in after a long walk in the cold. *(breathing heavily)*
3. The guests praised the food, the drinks and the host. *(returning from the party)*

4. The boat seemed about to sink. *(listing heavily)*
5. Romeo decided to kill himself. *(believing that Juliet was dead)*

6.16. *Participial phrases that appear after the nouns they modify are punctuated in the same way as attributive clauses, depending whether the phrase is RESTRICTIVE (narrows down the reference) or NONRESTRICTIVE (does not narrow down the reference).*
Insert the participial phrases in italics in the blank spaces. Use commas when necessary.

1. *taking a walk in the woods*
   a) **A person taking a walk in the woods can see a great variety of birds.** (restrictive participial phrase, no commas).
   b) **Our class, taking a walk in the woods, saw a great variety of birds.** (nonrestrictive, commas are used).
2. *feeling tired*
   a) Any of the swimmers . . . should start to come back to the shore.
   b) One of the swimmers . . . started to come back to the shore.
3. *leaving the classroom last*
   a) Their teacher . . . turned off the lights.
   b) The person . . . should turn off the lights.
4. *getting to the concert hall late*
   a) Anyone . . . has to wait in the foyer until the first number is over.
   b) The Browns . . . had to wait in the foyer until the first number was over.
5. *gossiping maliciously about her neighbours*
   a) Mrs Parker . . . soon lost their friendship.
   b) A woman . . . will soon lose their friendship.
6. *sitting in the last row*
   a) Frank and his friends . . . could not hear the professor.
   b) The students . . . could not hear the professor.

THE PRESENT PARTICIPLE AS ADVERBIAL

6.17.A. *Participial phrases may replace adverbial clauses of time. For instance, the present participle can express actions performed at the same time as the finite verb.*
Rephrase the following sentences using present participles.

1. *When* Tony *was* washing his hands he noticed a cut on his finger.

Washing his hands, Tony noticed a cut on his finger.
2. The little boy climbed up the tree and tore his trousers.
3. When Paul was waiting in the rain he got drenched to the skin.
4. When I was doing the washing-up I accidentally broke a plate.
5. When Mr Brown got into the car he hoped it would start.
6. Virginia fell down the stairs and broke her arm.
7. The barber cut Roger's hair and talked about fishing.
8. She picked up the umbrella and wondered who had left it there.

6.17.B. *-ING participles may be preceded by the conjunctions used to introduce adverbial clauses of time.*
Reduce the time clauses below to present participles preceded by WHILE.

1. While father was looking for his key, he heard the telephone ring.
While looking for his key, father heard the telephone ring.
2. While Mrs Grant was walking in the park, she met an old friend of hers.
3. While aunt Martha was writing a letter, she heard the telephone ring.
4. While we were waiting for the visitors, we cleaned the house.
5. While the actress was being interviewed, she kept smiling at the camera.
6. While she was ironing, Margaret listened to the radio.
7. While Mr Parker was walking down the street, he saw an accident.

6.18. *The -ING participle can also express actions performed immediately before the action of the finite verb.*
Combine the sentences below using a present participle.

1. He opened a drawer. He took out a small wooden box.
Opening a drawer he took out a small wooden box.
2. He heard a shout. He looked back.
3. She put on her hat and coat quickly. She ran outside to see what the matter was.
4. They talked things over. They agreed never to quarrel again.
5. Victor settled down comfortably in his armchair. He started to go through the nespaper.

6. He got off his horse. He began searching for something on the ground.
7. Uncle George found no one at home. He left the house and went for a walk.

6.19. *The PERFECT PARTICIPLE can replace the present perfect or past perfect tense in adverbial clauses of time. The participial phrase emphasizes that the first action is completed before the second one starts*).*

Combine the sentences so that the first one becomes an active perfect participle.

1. Susan did all the housework. Then she took a nap.
Having done all the housework, Susan took a nap.
2. The secretary typed the letters first. Then she gave them to her boss.
3. The driver looked at the map. Then he knew where he was.
4. The Tunnells had their engine checked. Then they started on their trip.
5. Mrs Plumb received her pay. Then she went shopping.
6. Tom decided to go. Then he told his friends.
7. Victor fed the dogs. Then he sat down to his own dinner.

6.20. To contrast events in sequence and events in parallel, respond as shown:

1. Tudor walked down the street. He met Emily.
Walking down the street, Tudor met Emily.
2. They had lunch. Then they went for a walk.
Having had lunch, they went for a walk.
3. Monica walked around Bucharest yesterday. She got lost.
4. Christine washed the dishes. She dried them and put them away.
5. Patricia looked quickly through the book. She noticed that there were a number of illustrations in it.
6. George listened to the rain. He remembered that sunny weather had been forecast.
7. We visited the museum. Then we decided to have lunch in the park.
8. Mr Parker finished typing the manuscript. He wondered how the critics would view the novel.

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*) This form is not normally necessary except when the use of the *present participle* might lead to ambiguity:
Having eaten his dinner he rushed out of the house and not: *Eating his dinner he rushed out of the house.*

6.21. *The present participle can replace an adverbial clause of reason/cause. (This construction is not very common in informal conversation).*

Rephrase the following sentences by using participial phrases.

1. Simon put on his coat because he was impatient to go.
Being impatient to go, Simon put on his coat.
2. Alice ran to the kitchen because she smelt something burning.
3. Mr Brown drove to the petrol station because he needed some petrol.
4. Since she was ill, Monica stayed at home.
5. Victor went to the door because he thought he heard the bell.
6. As he felt awkward with strangers, Michael didn't say much.

6.22. *Participial phrases used in final position may express means or manner with respect to the subject. Such phrases are especially common after SIT, STAND, LIE.*

Use the words in brackets to form participial phrases expressing means or manner.

1. They stood there for an hour *(discuss, do)*.
They stood there for an hour discussing what to do.
2. He was standing near the window *(stare, distance)*.
3. All night long he lay awake *(make plans, holiday)*.
4. Some girls are sitting on the grass *(eat, icecream)*.
5. We spent the whole evening *(watch, TV programme)*.
6. He fell asleep *(think, her)*.
7. The girl was standing on the porch *(watch, beautiful sunset)*.

6.23. Rephrase the following as shown, using participial phrases equivalent to co-ordinate clauses.

1. 'Yes, I'll stay,' she replied as she sat down.
'Yes, I'll stay,' she replied, sitting down.
2. 'It's time to go,' he said as he got up.
3. 'I'll take a dozen,' the man said as he opened his wallet.
4. 'What time is it?' the little boy asked as he yawned.
5. 'I've overslept,' he said as he got out of bed.
6. 'We're wasting electricity,' the teacher said as he turned off the lights.

6.24. Join the sentences below in order to practise RELATED -ING participles. Decide which noun the participle relates to before giving your response.

1. The dentist examined the patient. He was holding his drill.
   Holding his drill, the dentist examined the patient.
2. The typist looked at the woman. She was dictating the report.
   The typist looked at the woman dictating the report.
3. Susan spoke sharply to the woman. She was using her telephone.
4. Mr Brown opened the Sunday magazine. He was sitting in his favourite armchair.
5. Victor spoke to the cinema manager. He was waiting to see the film.
6. The woman wanted to see the doctor. She was sitting in the waiting—room.
7. The men addressed the crowd. They were standing on a platform.

6.25. *In a number of expressions the present participle does not refer to any particular word in the sentence (as RELATED PARTICIPLES do — see the exercise above). Such a construction is called an UNRELATED PARTICIPLE.*
Point out the UNRELATED PARTICIPLES in the sentences below. Translate the sentences into Romanian.

1. Considering his abilities, he should have done better.
2. Generally speaking, I don't like dogs.
3. Barring accidents, we ought to make Capetown in two days.
4. Granting this to be true, what follows?
5. That is not so bad, considering the circumstances.
6. Judging by the time he took over it, it must have been a difficult job.
7. Seeing that there is plenty of time, there is no need to hurry like that.
8. Taking everything into consideration, this is a real achievement.

6.26. *When the present or -ING participle is used as an adjective, it usually refers to a characteristic feature of the thing referred to by the noun.* **Rephrase the following in order to use present participles as adjectives:***)

1. a child who's laughing;
   a laughing child
2. a story that interests;
3. a child who's running;
4. a film that thrills;
5. a remark that insults;
6. weather that's freezing;
7. a show that was amusing;
8. the year that's coming;
9. an experience that terrified;

6.27. Fill in the blanks with suitable verbs in the present participle form.

1. Did you hear the baby . . . ?
   Did you hear the baby crying?
2. The man jumped into the river and saved the . . . boy.
3. There are some beautiful flowers . . . in the garden.
4. The travellers turned to the west and walked towards the . . . sun.
5. The farmer's son watched his father . . . the cows.
6. There were two women in the shop . . . eggs.
7. I heard them . . . .
8. The woman went out and left her children . . . with their toys.
9. When mother entered the room she saw Peter . . . in bed, fast asleep.

6.28. Link up the following sentences with participle constructions where possible.

1. A solitary jet plane flew high across the blue sky. It left behind it a pencil-thin vapour trail.
2. Richard entered the room. He flung open all the windows. He let the warm summer air blow in from the scented garden.

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*) In speech we usually place a primary stress on the noun when a present participle is used attributively. The present participle may have a primary or secondary stress: *a sleeping woman* [ˌsli:piŋ'wumən].

3. Henry cannot go to the football match because he must visit his sister in hospital.
4. Mr Brown had lost his ignition key, but he managed to start his car. He used a safety pin.
5. The man did not jump into the river to rescue the child because he cannot swim.
6. Old men sat on the park benches. They watched the village boys. They were playing football.
7. The little girl cut the picture out of the magazine. She pinned it on the wall of her bedroom. She stood in front of it for a long time. She admired it.
8. The lion found his cage door open. He saw no sign of his keeper. He left the cage and walked slowly towards the zoo entrance.
9. The old man climbed the stairs. I heard him. He was breathing heavily.
10. Tudor could not answer the question because he had not done his homework.

6.29. Read the following excerpt from *To Let* **by** *John Galsworthy*. **Point out the infinitive, gerund and present participle patterns. Translate the excerpt into Romanian.**

On the following Sunday morning, while Soames was shaving, a message was brought him to the effect that Mr Bosinney was below, and would be glad to see him. Opening the door into his wife's room, he said:

'Bosinney's downstairs. Just go and entertain him while I finish shaving. I'll be down in a minute. It's about the plans, I expect.'

Irene looked at him without reply, put the finishing touch to her dress and went downstairs.

He could not make her out about this house. She had said nothing against it, and, as far as Bosinney was concerned, seemed friendly enough.

From the window of his dressing-room he could see them talking together in the little court below.

He heard them laugh, and thought to himself: 'Well, they get on all right, anyway!'

As he expected, Bosinney had come round to fetch him to look at the plans. He took his hat and went over.

THE PAST PARTICIPLE

FORM

6.30. *The past participle of regular verbs is formed by adding -ED or -D to the infinitive. The past participle of irregular verbs has to be learnt by heart from the dictionary (the 3rd form).*
What are the past participle forms of these verbs?

1. arrive **arrived**	7. lie	13. play	19. flow
2. hurt **hurt**	8. strike	14. live	20. sow
3. eat **eaten**	9. stroke	15. sit	21. sew
4. raise	10. say	16. leave	22. show
5. rise	11. see	17. cost	23. feel
6. lay	12. pay	18. fly	24. fall

USE

6.31. The PAST PARTICIPLE is used:

USE	EXAMPLE
1. as part of the **perfect** forms of the verb (with the verb HAVE):	Tom **has done** his homework. You should **have told** him the truth.
2. as part of the **passive voice** (with the verb BE):	He **was asked** to leave. She can **be seen** there every morning.
3. as part of the **ACCUSATIVE with PAST PARTICIPLE** construction:	He heard **his name called.** We had **our flat painted** last year.
4. as part of the **ABSOLUTE PARTICIPLE** construction:	**All things considered,** it is not such a bad bargain.
5. as an equivalent to an **attributive** clause: — restrictive: — nonrestrictive: *(not common in informal conversation)*	The books **borrowed** from the school library are now overdue. **Built** in the 16th century, the castle is in need of repair.
6. as an equivalent to an **adverbial** clause:	**Arrived** at the station, he found his train gone.

6.32. Complete the present perfect or past perfect tenses in the following sentences with past participles.

1. I have . . . three letters this morning.
   I have written/sent three letters this morning.
2. The young man said that he had . . . school the year before.
   The young man said that he had finished/left school the year before.
3. Who has . . . the books out of this cupboard?
4. The little boy was wet. He explained that he had . . . into the river.
5. Have you never . . . a lie in your life?
6. It was cold in the room. Alex said that he hadn't . . . the window.

6.33.* Complete each sentence below with the perfect infinitive form of the verb in brackets (HAVE + past participle).

1. I should *(send)* him a birthday card, but I forgot.
   I should have sent him a birthday card, but I forgot.
2. I can't remember what he said; I ought to *(listen)* more carefully.
3. Mary went out and got caught in the rain; she should *(take)* an umbrella with her.
4. When Steve went into his bedroom, he found it icy cold; he must *(leave)* the windows open.
5. It's three o'clock and I'm feeling very hungry; I should *(eat)* more for lunch.
6. Virginia was feeling unwell yesterday; she must *(catch)* a cold.
7. I don't know if Robert wrote the answers in pencil; he might *(write)* them in ink.

6.34.* Put the verbs in brackets into the right tense. Use the passive voice, the simple or continuous aspect.

1. English *(speak)* in many countries.
   English is spoken in many countries.
2. He read the newspaper while his hair *(cut)*.
   He read the newspaper while his hair was being cut.
3. A lot of tea *(drink)* in England.
4. Emily wore her brown shoes yesterday because her black ones *(repair)*.
5. Tudor told his father, 'I *(punish)* if I am late for school again.'

6. When the minister visited the school, he *(meet)* at the gate by the headmaster and the teachers.
7. A new school *(build)* in the village next year.
8. There are two men in that ambulance; they *(take)* to the hospital.

6.35. Fill in the blanks with suitable verbs in the passive infinitive: (TO) BE + past participle.

1. A fire cannot . . . without matches.
   A fire cannot be lit without matches.
2. The traveller hopes . . . when he arrives at the airport.
   The traveller hopes to be met when he arrives at the airport.
3. Our school may win the football match, but it may . . . .
4. Do lions and tigers like . . . in cages?
5. The birds can . . . singing at dawn.
6. Dan's hair is very long. It ought . . . .
7. Pupils like . . . high marks.
8. I told the taxi-driver that I wanted . . . to the airport.

THE ACCUSATIVE WITH PAST PARTICIPLE

6.36. *The past participles of transitive verbs may be used in the ACCUSATIVE-WITH-PAST-PARTICIPLE construction, after verbs like SEE, HEAR, FEEL; FIND, GET, MAKE; LIKE, WANT, WISH, ORDER.*

Use the words in brackets to form the ACCUSATIVE with PAST PARTICIPLE construction. Add any missing words.

1. The pupil on duty heard *(name, call)*
   The pupil on duty heard his name called.
2. The man felt *(eyes, dazzle)* by a blaze of light.
3. We want *(work, finish)* by Saturday.
4. In the fight, the boy got *(wrist, dislocate)*.
5. Have you ever seen *(lake, freeze)?*
6. He was greatly surprised to find *(himself, elect)* class president.
7. You should make *(views, know)*

6.37. *The ACCUSATIVE with PAST PARTICIPLE is also used after causative HAVE.*

Change the sentences below omitting the person who performs the action denoted by the participle.

1. I had the drycleaner clean a few dresses.
   I had a few dresses cleaned.

2. They are going to have the plumber repair the broken pipe.
3. He is having his secretary type his report.
4. Mrs Brown had the dressmaker shorten her dress.
5. We should have the gardener spray the trees with insecticide.
6. Mr Foster always has someone make his shirts to order.
7. He had the tailor alter his suit.
8. They plan to have a contractor build a swimming pool.

THE PRESENT PARTICIPLE AS ATTRIBUTE

6.38. *Like the present participle, the PAST PARTICIPLE may follow the noun or pronoun it qualifies. In this case it is usually equivalent to an ATTRIBUTIVE clause.*
Insert each participial phrase below in the appropriate position in the sentence.

1. Men can be engineers. *(trained in mathematics)*
Men trained in mathematics can be engineers.
2. We booked rooms at the hotel. *(recommended by the guide book)*
We booked rooms at the hotel recommended by the guide book.
3. Books often become best sellers. *(reviewed in the newspapers)*
4. We went directly to the table. *(reserved in our name)*
5. It was unsafe to enter the building. *(damaged by fire)*
6. Houses are in great demand. *(located downtown)*
7. Injuries can be serious. *(not given medical attention)*
8. People were standing in the queue to see the paintings. *(created by* El Greco)
9. Documents will not become yellow with age. *(treated with chemicals)*

6.39. *Participial phrases that appear after the nouns they modify are punctuated in the same way as attributive clauses, depending on whether the phrase is RESTRICTIVE (indispensable, defining) or NONRESTRICTIVE (optional, non-defining).*
Insert the participial phrases in the blank spaces. Use commas when necessary.

1. *broken in two by the storm*
   a) **The boat, broken in two by the storm, began to sink.** (nonrestrictive, commas are used)
   b) **Any boat broken in two by the storm sinks rapidly.** (restrictive, no commas)

2. *spoiled by his parents*
   a) Their eldest son . . . never became a mature, responsible adult.
   b) A boy . . . may never become a mature, responsible adult.
3. *not registered for the course*
   a) Anyone . . . will not be allowed to attend the lectures.
   b) Henry . . . was told he could not attend the lectures.
4. *much admired by women*
   a) A man . . . may become very vain and arrogant.
   b) The handsome actor . . . became very vain and arrogant.
5. *not satisfied with the service in the store*
   a) Mrs Johnson . . . complained to the management.
   b) Any customers . . . may complain to the management.

THE PAST PARTICIPLE AS ADVERBIAL

6.40. *Like the present participle, the PAST PARTICIPLE of transitive and a few intransitive verbs may be equivalent to an ADVERBIAL clause.*
Combine the sentences so that the first one becomes a past participle phrase modifying the second one.

1. The children were delighted with the song. They sang it over and over again.
Delighted with the song, the children sang it over and over again.
2. The man was aroused by the noise. He leapt to his feet.
3. The jury were convinced of his innocence. They pronounced him not guilty.
4. The toy was broken by the children. It had to be thrown away.
5. The mountaineers were worn out by fatigue. At last they reached the summit.
6. The postman was bitten by a dog. He had to be taken to the hospital.
7. Mr Foster was informed of his promotion. He couldn't say a word.

WORD FORMATION

6.41.A. Fill in the blanks with the right past participles used as adjectives of these verbs:
break, defeat, fall, freeze, grow, hide, lose, tear, wound.

1. The explorers walked across the . . . river.
The explorers walked across the frozen river.

2. The . . . army could not fight any longer.
3. The soldiers' uniforms were . . . and dirty.
4. The hospitals were full of . . . soldiers and officers.
5. After the accident, the street was covered with . . . glass from the shop window.
6. The policeman took the . . . child to the police station.
7. The little boy looked everywhere, but he couldn't find the . . . toys.
8. A bird has made its nest in the . . . tree.
9. When I saw Alec last he was a growing boy, but now he's already a . . . man.

6.41.B. Apologize for faults. Use adjectives derived from the past participles of these verbs: *break, burn, crack, scratch, stain, tear.*

1. Can I use your hairdryer?
   I'm afraid it's broken.
2. Can I put this record on?
3. Shall I use this tablecloth?
4. Can I have some toast?
5. Shall I use this cup?
6. Can I wear your jacket this evening?
7. Can I use your electric mixer?
8. Shall I use this milk jug?
9. Can I have some steak?

6.42. *A few old past participles survive as adjectives in a form different from that of the past participle.* **Read them aloud:**

PAST PARTICIPLE	ADJECTIVE, ATTRIBUTIVE	ADJECTIVE, PREDICATIVE
—	beloved [bi'lʌvid]	beloved [bi'lʌvd]
bent	bent, bended	bent
blessed [blest]	blessed ['blesid]	blest [blest]
drunk	drunken	drunk
lit	lighted	lit
melted	molten	melted
rotted	rotten	rotten
shaved	shaven	shaved
shrunk	shrunken	shrunk
sunk	sunken	sunk

6.43. Translate the following into Romanian:

1. Wood that has rotted is **rotten (wood).**
2. A **clean-shaven** man is one who has shaved.

3. He asked for forgiveness on **bended knees.**
4. **I'm blest** if I know, my **blessed father.**
5. The room was dimly **lit.** Two **lighted candles** were flickering on the table.
6. The **drunken man** staggered out of the room.
7. They needed **molten steel** for their experiment.
8. There were all kinds of exotic plants in the little **sunken garden.**

(C. A. Close)

6.44. *The -ED is pronounced as a separate syllable in a few adjectives:*

aged	blessed	cursed	naked	wicked
beloved	crooked	learned	ragged	wretched

Read the following sentences aloud:

1. The judge is an aged man and very wise.
2. He is also a very learned man.
3. He has learned a lot in his long career.
4. My grandfather has aged considerably since I last saw him.
5. This cursed motor-bike won't start although I have been working on it all morning.
6. Although he is a wicked man, he is beloved by his wife and children.
7. When the children left for home, grandmother kissed and blessed them.
8. I can't find my blessed keys anywhere.
9. Romania is our beloved homeland.
10. A ragged, wretched, aged man, leaning heavily on a crooked stick, walked by, helped along by his good-tempered wife.

6.45.* *When there is no corresponding verb, -ED can be added to a noun to form an adjective. Such -ED forms are usually modified (e.g. a blue-eyed baby, corresponding to the Romanian 'Are ochi albaştri').*

Complete the following sentences with the appropriate adjectives:

1. He had a *beard.* He was a . . . man.
   He was a bearded man.
2. Her *face* was *sweet.* She was a . . . girl.
   She was a sweet-faced girl.
3. The woman's *face* was *thin.* She was a . . . woman.
4. Her skirt had *stripes* printed on it. She wore a . . . blouse to match.

5. Give me all the *details*. Please give me a . . . description of the man.
6. His *mind* is not *open* to new ideas; he is not . . . .
7. The film star was tall and blonde, with *blue eyes*. . . . blondes are considered very attractive.
8. She uses herbs and *spices* in her cooking. Her . . . apples are delicious.
9. This blouse has short *sleeves*. I'd prefer a long- . . . one, please.

6.46.A. *Only a small number of -ED participles can be modified by VERY or TOO or can be compared. Many -ED participles which cannot be preceded by VERY can be modified by other intensifiers such as: (very) much, well, badly, completely, greatly, highly.*
Underline the intensifiers and the -ED adjectives in the sentences below. Translate the sentences into Romanian.

1. Her performance was (very) much admired.
2. The pedestrian was seriously injured.
3. Several people were badly frightened.
4. The story was completely forgotten.
5. I deeply resent your remark. I am deeply offended.
6. His story was greatly exaggerated.
7. She was thoroughly annoyed.
8. We are utterly opposed to the whole idea.

6.46.B.* Complete each sentence below with the appropriate adjective preceded by WELL.

1. Nick gets his information from several newspapers. He is . . . .
He is well-informed.
2. The children are *behaving* very well. They are . . . .
3. The woman was *dressed* in beautiful clothes. She was . . . .
4. John got good *training* as a mechanic. He is a . . . mechanic.
5. There were many bright *lights* in the street. It was . . .
6. This author is *known* by many people. He is a . . . writer.
7. The expedition had plenty of *equipment*. It was a . . . expedition.
8. Paul *reads* many books. He is . . . .

6.46.C. Comment on these statements using adjectives derived from -ED participles + the right intensifiers.

1. This table has a high polish.
This is a highly polished table.

2. Someone has damaged this table badly.
3. He has developed his argument well. *(He has a . . . .)*
4. Someone has polished that piece of copper brightly.
5. This man has received a good education. *(He is . . . .)*
6. People use this expression frequently.
7. They have brought up those children badly. *(These are . . .)*
8. Doctors have a high opinion of this medicine and recommend it to their patients. *(This is . . . .)*

6.47. *An -ED participle is often made into a compound with the help of a noun.*

Complete these sentences:

1. These cars are produced in large numbers. They are all exactly the same. These cars are . . . .
These cars are mass-produced.
2. Those shoes were made by hand. They are . . . shoes.
3. The cakes weren't made in a large bakery. They were made at home. They are . . . cakes.
4. The letter was written by hand. It wasn't typed on a typewriter. The letter is . . . .
5. These tractors have been produced in large numbers. These tractors are . . . .
6. Susan wrote me a letter on her typewriter. She sent me a . . . letter.
7. This cloth is spun at home and not in a factory. This is . . . cloth.

6.48. *-ED adjectives are often followed by prepositions + + noun phrases.*

Make sentences using the table below.

I am She looks He seems	amused at delighted with pleased with (dis)satisfied with	his acting. the recent news. the result. our team's performance.
	disappointed by worried about	their curious behaviour. this extraordinary event.
	alarmed at annoyed with disgusted at ashamed of	what they said. the manager's threat. the Captain's speech. this fellow's peculiar manner.
	puzzled about confused by disconcerted by	the players' reply. their wild statements. their intervention.

6.49. After looking at exercise 5.19 fill in the blanks with the right preposition:

1. Mary has been very concerned . . . her mother's health
Mary has been very concerned about her mother's health.
2. I think Emily was pleased . . . the gift I gave her for her birthday.
3. Of course, everyone is happy and excited . . . the news.
4. Paul is interested . . . getting some information about that university.
5. My English teacher said he was quite satisfied . . . my classwork.
6. All the club members were strongly opposed . . . any radical changes.
7. The clerk was tired . . . hearing complaints day after day.
8. Martha is quite accustomed . . . receiving criticism from her friends.

6.50.* Select the correct prepositions for the blank spaces in the following sentences. Use a dictionary if necessary.

1. Dan is very devoted . . . his work. He's well qualified . . . it, too.
Dan is very devoted to his work. He's well qualified for it, too.
2. This book is intended . . . intermediate students.
3. I don't think that I'm acquainted . . . that textbook.
4. Barbara has married a teacher. She got married . . . him last July.
5. She was engaged . . . him for a year before they got married.
6. Now she is engaged . . . decorating their new home.
7. Although his name is the same as mine, I'm not related . . . him.
8. Our conversation was interrupted . . . several phone calls.
9. When I read that article, I was reminded . . . a story by Sadoveanu.
10. Mrs. Barton is often taken . . . a student because she looks so young.
11. I am convinced . . . the man's honesty.
12. The Intercontinental Hotel is well known . . . its pleasant atmosphere and fine food.
13. I am very indebted . . . you . . . your kindness and attention.
14. Dr Miller is regarded . . . the leading specialist in micro-electronics.
15. I hope that you are prepared . . . a great deal of criticism.

6.51. *Present participle adjectives (e.g. amusing) are active and mean 'having this effect'. Past participle adjectives (e.g. amused) are passive, and mean 'affected in this way'.*
Explain the difference in meaning made in the following sentences by the use of the present or of the corresponding past participle.

1. Fruit *ripening/ripened* in the sun could be seen in every orchard.
2. The cows *sheltering/sheltered* from the rain under the trees continued to graze peacefully.
3. The race just *starting/started* is one of the preliminary heats.
4. The writer now *criticizing/criticized* in the review is well known for his sarcasm.
5. The men *discussing/discussed* in the staff room did not seem to agree on any point.
6. The man *following/followed* was obviously in a hurry.
7. Folk singers *gathering/gathered* from all parts of the country were being organized in view of the festival.

6.52. Complete the sentences below with the right adjectives.

1. The play *amused us.*
The play was amusing. The audience was amused.
2. Michael's courage *astonished* us. His courage was . . . We were . . . when we heard about his experience.
3. Alice's complaints *annoy* us.
She should realize how . . . her behaviour is.
She should be aware of how . . . people get at her complaints.
4. Grandfather's stories *amuse* Simon. Grandfather's stories are . . . . Simon is . . . at his humorous tales.
5. This experiment *interests* all science students.
It is an . . . experiment. Students are . . . in the unusual results.
6. Nick's answers *surprise* the teacher. The teacher is . . . at his responses. Nick's answers are . . . .
7. Thunder often *frightens* children.
Children find thunders . . . . They are . . . by the loud noise.

6.53.* Complete each sentence with the right form of the verb in brackets.

1. His arguments weren't very . . . *(convince)*
His arguments weren't very convincing.

2. The . . . child was crying for his mother. *(lose)*
The lost child was crying for his mother.
3. The conference room was . . . *(crowd)*
4. The book was so . . . that I fell asleep reading it. *(bore)*
5. The newly . . . road is a pleasure to drive on. *(build)*
6. The magician performed some . . . tricks. *(astonish)*
7. . . . horses sometimes get out of control. *(frighten)*
8. The children will be . . . if they don't go to the circus. *(disappoint)*
9. Flowers are always a . . . sight, especially in the city. *(please)*
10. The visitors found the little girl's conversation very . . . *(amuse)*

REVISION EXERCISES ON THE PARTICIPLES

6.54. Complete the following sentences with suitable past participles.

1. This is a very quiet horse. It can be . . . by a child.
2. After last night's storm, some roads are blocked by . . . trees.
3. A letter . . . by airmail should arrive sooner than one which is sent by regular mail.
4. The teacher said, 'The date must be . . . at the top of the page.'
5. The two women, . . . in their Sunday best, proceeded on to the promenade.
6. Barbara has got a birthday present from her brother, but she hasn't . . . 'Thank you' yet.
7. The manager said to the new clerk, 'You will be . . . at the end of the month.'
8. The car . . . round the corner is Mr Brad's. There is a car park there.

6.55. Add to each sentence below the right ACCUSATIVE with PARTICIPLE construction, based on the words in brackets. Make any necessary changes.

1. The strong wind sent *(papers, fly)* all over the room.
The strong wind sent his papers flying all over the room.
2. They kept *(dog, tie up)* in the yard.
They kept their dog tied up in the yard.
3. Don't leave *(she, wait outside)* in the rain.
4. You can find *(they, have a snack)* in the cafeteria.
5. Did you leave *(doors and windows, firmly fasten)*?
6. She caught *(daughter, wear)* her best dress.
7. Please keep *(fire, burn)*.

8. They found *(horse, tie)* to a tree.
9. The farmer caught *(boys, steal apples)* from his garden.
10. Mr Barton found *(George, imitate)* the headmaster.

6.56. Combine the sentences below. Make the second sentence an attributive present or past participle phrase qualifying the subject of the first sentence.

1. The man is a doctor. He's talking to the people.
The man talking to the people is a doctor.
2. That car is Mr Barton's. It's parked outside the school.
The car parked outside the school is Mr Barton's.
3. The coffee is very good. It's sold downstairs.
4. The instructions are quite clear. They're given in the booklet.
5. The man is a salesman. He's talking to the women.

6.57. Join each pair of sentences below using an adverbial present or past participle phrase.

1. I sat in the front row. I saw everything beautifully.
Sitting in the front row, I saw everything beautifully.
2. Dan was exhausted by his work. He threw himself on his bed.
Exhausted by his work, Dan threw himself on his bed.
3. He offered to show us the way home. He thought we were lost.
4. We were soaked to the skin. We eventually reached the station.
5. The speaker refused to continue. He was infuriated by the interruption.

6.58. Combine the following groups of sentences so that one of them becomes a present, perfect or past participial phrase.

1. The girl is waiting for a bus. She is standing on the corner.
2. The students didn't know how to answer the questions. They were surprised at the way the questions were formulated.
3. Mr Foster took a taxi. He was very late for work.
4. The money is going to be used for the fancy-dress ball. The money was collected from the children.
5. Everyone ran out to hear the announcement. It was being broadcast in the street.

6.59. Read the following excerpt from *A Portrait of the Artist as a Young Man* **by** *James Joyce*. **Point out the infinitive, gerund and participial constructions. Translate the passage into Romanian.**

Going home for the holidays! That would be lovely: the fellows had told him. Getting up on the cars in the early wintry morning outside the door of the castle. The cars were rolling on the gravel. Cheers for the rector!

Hurray! Hurray! Hurray!

The cars drove past the castle and all caps were raised. They drove merrily along the country roads. The drivers pointed with their whips to Bodenstown. The fellows cheered. They passed the farmhouse of the Jolly Farmer. Cheer after cheer after cheer. Through Clane they drove, cheering and cheered. (...)

TRANSLATION EXERCISES

6.60. Translate the following into English. Use participial phrases whenever necessary.

A. Fată porni înainte, împingîndu-şi uşor bicicleta, mereu gînditoare şi muşcîndu-şi uşor buzele.

2. *A propos*, ai auzit de Mitiţă Siripeanu? — întrebă, făcînd în capul lui laborios o asociaţie neaşteptată.

3. Era o clădire rotundă şi îndesată, ca o bazilică, aşezată în mijlocul pieţei unde pe timpuri se ridica edificiul unui cotidian de mare tiraj.

4. Asta, într-adevăr, ar fi trebuit s-o fi învăţat încă înainte de-a fi ştiut pe de rost tabla înmulţirii.

B. 1.* Odată, fiind cu fratele meu în oraş, el a început ca de obicei să spună „săru mîna“ tuturor trecătorilor. A spus „săru mîna“ în dreapta şi în stînga, uitîndu-se de fiecare dată la mine, să vadă ce mutră fac eu. Schima lui era gravă. Îmi clipea dintr-un ochi şi mă îmboldea să-l imit, ameninţîndu-mă că mă va pîrî mamei. La un moment dat a trecut pe lîngă noi un domn care mergea şchiop, ajutîndu-se de un baston. Era procurorul Constantin Dobrian, o figură temută şi respectată în oraş, tăcută şi severă. Ionel l-a salutat ca de obicei „săru mîna“. Procurorul l-a oprit imediat, întrebîndu-l:

— Mă cunoşti tu pe mine, băieţaş?

— Nu vă cunosc, zise fratele meu.

— Şi-atunci de ce mă saluţi?

— Fiindcă aşa m-au învăţat părinţii mei.

— Bravo! zise procurorul şi, vîrînd mîna în buzunar, şcoase portmoneul, ales din el o monedă de douăzeci de lei şi i-o dădu fratelui meu, care privea perplex.

Apoi, după ce s-a depărtat Dobrian de noi, Ionel mi-a fluturat moneda sub ochi:

— Ai văzut? Ai văzut ce înseamnă să fii respectuos? Dacă salutai şi tu, te-alegeai cu un pol. Haide acum să mîncăm îngheţată la cofetăria lui Fleischer...

2.* Peste puţin timp, în partea cealaltă a satului, răsări o flacără roşie. Era semnalul că ceata a doua ajunsese la locul fixat.

Dănilă Biş, neîntrecut în isprăvi de felul celei de acum, trase o duşcă de vin din sticla de-o purta în buzunar şi luînd pîlnia în formă de bucium, pe care i-o întinse unul din flăcăi, îşi încercă puterile strigînd în ea:

Olelie lie, fete fără cununie...

Jos în sat, oamenii adunaţi la petrecere lăsau mîncarea şi băutura pe masă şi ieşeau afară să asculte. Bărbaţii, încălziţi de băutură şi îmbrăcaţi mai gros, se avîntau pînă în uliţe, schimbau o vorbă cu vecinii, cereau sau dădeau o ţigară şi rîdeau în hohote de născocirile flăcăilor. Le părea bine că băieţii au prins vreme frumoasă. După ce se potolise viscolul, în aerul îngheţat, vibrînd de limpezime, strigătele celor de pe movile răsunau pînă departe peste sat.

Femeile, bătrîne şi tinere, chicoteau. (...) Cîte una din cele care nu se ştiau cu sufletul curat, aşa cum le-ar fi plăcut să-l aibă în clipele acelea, simţea cum arde cămaşa pe dînsa, năduşea şi sub limbă şi se ruga lui Dumnezeu s-o ajute să treacă cu bine şi hopul ăsta.

Pe movilă, Biş înşira cu glas sonor numele de pe lista întocmită cu ceata de flăcăi de dimineaţă.

LIST OF IRREGULAR VERBS

arise	arose	arisen
awake	awoke	awaked
		awoke
be	was, were	been
bear	bore	borne
		born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bid	bade	bidden
	bid	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt	burnt
	burned	burned
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
	dreamed	dreamed
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flow
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given

go	went	gone
grow	grew	grown
hang	hung	hung
	hanged	hanged
have	had	had
hear	heard	heard
hide	hid	hidden
		hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
	leaned	leaned
leap	leapt	leapt
	leaped	leaped
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
smell	smelt	smelt
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
	speeded	speeded
spell	spelt	spelt
	spelled	spelled
spend	spent	spent
spill	spilt	spilt
	spilled	spilled
spin	spun	spun
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
	stunk	
stride	strode	stridden
strike	struck	struck
strive	strove	striven
swear	swore	sworn
sweep	swept	swept

swell	swelled	swollen swelled	tread	trod	trodden trod
swim	swam	swum	under-	under-	under-
swing	swung	swung	stand	stood	stood
take	took	taken	wake	woke	waked
teach	taught	taught		waked	woken
tear	tore	torn			woke
tell	told	told	wear	wore	worn
think	thought	thought	weave	wove	woven
thrive	throve	thriven	weep	wept	wept
	thrived	thrived	win	won	won
throw	threw	thrown	wind	wound	wound
thrust	thrust	thrust	write	wrote	written

KEY TO THE EXERCISES

1. FINITE MOODS: THE INDICATIVE

1.01.
4. are **5.** is **6.** are **7.** is **8.** is **9.** is **10.** are **11.** am

1.03.
3. was; was **4.** were; were **5.** was. was **6.** was; were **7.** was

1.17.
3. there **4.** it **5.** it; it **6.** there; it **7.** it; it **8.** there **9.** it; it **10.** there **11.** it; it **12.** it; there

1.18.B.
2. is planning **3.** is nodding **4.** are moving **5.** is carrying **6.** is patting **7.** are beginning **8.** are travelling **9.** are playing **10.** is putting **11.** is making **12.** are buying **13.** am trying **14.** is dying

1.19.B.
2. in **3.** about/of **4.** at **5.** about **6.** to **7.** in **8.** from **9.** for **10.** in **11.** for

1.32.A.
2. eat **3.** is; runs **4.** drives **5.** teaches **6.** teaches; is **7.** travel; does **8.** spend **9.** am **10.** is; is **11.** are **12.** starts **13.** arrives **14.** is **15.** drag **16.** admit **17.** is; are **18.** sit **19.** like, butt **20.** reads; help **21.** helps; need; keeps **22.** corrects; gives **23.** go **24.** greet **25.** exchange **26.** takes **27.** organize; go; enjoy **28.** rings **29.** go; read; crash **30.** says; are; enjoy.

1.48.B.
3. do/can you smell; think **4.** is considering **5.** considers **6.** do you remember; is walking **7.** are you thinking; am thinking; think **8.** suppose; are waiting **9.** is still standing; do you think **10.** are you listening; do you understand **11.** listen; are always thinking **12.** do you recognize; think; don't remember.

1.51.
3. is 4. am; am being 5. are 6. are 7. are you being 8. is 9. is being.

1.56.
2. is blowing; blows 3. is beginning; begin 4. is getting; is coming 5. writes; is writing; am looking forward 6. is trying; is going 7. forget; leave 8. are spending; are enjoying 9. get up; sleep 10. am planning 11. am not reading; read 12. celebrate 13. meet; are going 14. are always interfering 15. is raining; stay 16. rises; sets 17. loses/is losing; try 18. come 19. is; is shining; is blowing; is walking; sees; bends; picks; offers; thanks 20. leave; arrive; spend; set out; sounds; get.

1.63.
1. was 2. was; was 3. educated 4. was; loved 5. had 6. was; invented 7. included.

1.67.
1. struck 2. heard; smelt 3. hit 4. tore 5. killed 6. struck 7. struck; tore 8. fell 9. started 10. called; came; put 11. were; missed.

1.86.
1. lost 2. lasted 3. turned 4. came; blew 5. happened 6. made 7. planted 8. gave 9. became 10. planted 11. broke 12. had; started.

1.100.
2. was sitting; heard 3. was looking; took/was taking 4. was looking; saw 5. had; wanted 6. was; was talking 7. needed; added 8. was cooking; was washing.

1.103.
3. was to begin 4. were going to tell 5. was going to rain 6. were to meet 7. I was going to tell you ... wasn't I? 8. were to take place.

1.106.
1. was waiting; stopped 2. met; was living 3. borrowed; was 4. were writing/wrote; was talking/talked 5. were talking; came 6. locked; were 7. finished; helped 8. were waiting/waited; were buying/bought 9. was working; met 10. was watching; boiled 11. was crossing; knocked; broke 12. sat; cooked; went; had.

1.110.
3. has 4. have 5. has 6. has 7. have 8. have 9. has; has 10. have

1.115.
3. hasn't come 4. hasn't shown up 5. hasn't brought 6. haven't chewed 7. haven't tried.

1.123.
3. since 4. for 5. for 6. for 7. since 8. since 9. for 10. since.

1.133.
1. have lost 2. worked 3. was 4. have you met; met 5. have ever eaten 6. wrote 7. has just gone/just went; went 8. have written 9. has swallowed 10. was.

1.136.
3. have 4. have 5. has 6. has; have 7. has 8. have.

1.147.
1. has been waiting 2. has never been 3. has Laura had; has she forgotten 4. has gone 5. has Laura left 6. has been waiting; has phoned 7. have been standing; has gone 8. have been waiting 9. has been looking 11. have you been 12. have already seen 13. have seen; have been going; have made 14. have missed 15. haven't had 16. have been thinking.

1.150.
2. had lived 3. had arranged 4. had known 5. had eaten 6. had reached 7. had found 8. had written.

1.156.
3. when 4. when 5. than 6. when 7. than 8. when.

1.164.
2. wondered; had left 3. didn't leave; (had) finished 4. had scarcely entered; began 5. asked; had not done 6. had already posted; realized; had sent 7. had hardly gone; had 8. was; had expected 9. had been; had 10. had no sooner sold; regretted 11. had finished; went.

1.167.
3. had you already been 4. had he been working 5. had you just got 6. had you ever had 7. had they been going out 8. had your mother already had 9. had your father been smoking 10. had already left.

1.168.
3. had been standing 4. have been sleeping 5. has been crying 6. had been ringing 7. have been sitting 8. had been writing.

1.172.
3. had been fighting ... when ... 4. had removed 5. had been trying 6. had been living 7. had bought 8. had been planning

1.177.
2. shall/will wait; comes **3.** has; will take **4.** watch, shall/will write **5.** will finish; leave **6.** get, shall/will phone **7.** arrives; shall/will be.

1.181.
3. 's going to play **4.** 'll go **5.** 're going to repair **6.** 'm going to repaper **7.** 'll help **8.** 's going to try **9.** 'll go.

1.189.
2. will have been living **3.** shall/will have been studying **4.** will have been taking **5.** will have been working **6.** shall/will have been practising **7.** will have been travelling **8.** will have been teaching.

1.191.
1. are you going; am going; are you getting; am taking **2.** graduate; shall/will return **3.** am leaving; arrive; will be waiting **4.** are going to be **5.** get; will already have arrived **6.** am visiting/will be visiting **7.** arrive; shall/will have been driving **8.** shall/will be staying **9.** will have been married **10.** is going to make.

1.195.
3. must **4.** could **5.** might **6.** can **7.** would **8.** must/had to.

1.200.
4. said **5.** said **6.** tell; said **7.** tell **8.** said **9.** told; said **10.** say; told.

1.208.
3. if/whether **4.** whether **5.** if/whether **6.** whether **7.** if/whether **8.** whether.

1.232.
3. would have been put out **4.** would be offered **5.** would have been injured **6.** would not be held **7.** would be told **8.** would have been awarded.

1.241.
3. were involved **4.** was being driven by **5.** was travelling **6.** were notified **7.** was called **8.** arrived **9.** were taken **10.** was seen by **11.** agreed **12.** went.

1.252.
1. get **2.** be **3.** get **4.** was; getting **5.** was **6.** got

1.255.A.
1. is being built **2.** have just been opened **3.** are given **4.** had been invited **5.** will have been developed **6.** was opened **7.** will be ordered **8.** being stared at **9.** be urged **10.** have been

prevented **11.** was still being fed **12.** have they been told **13.** had already been put out **14.** would be watered **15.** would have been allowed.

1.258.A.
1. I do my homework in the afternoon. When does your brother do his homework? **2.** Vera enters the classroom and goes to her desk. **3.** The boy who is playing football in the street is my classmate. He lives across the street. Where do you live? **4.** Don't go into the classroom. The physics teacher is having a/his lesson there and he doesn't like to be disturbed. He has been in the classroom since lo o'clock. **5.** Angela isn't playing tennis today. She plays tennis only on Sunday mornings. **6.** Grandmother never reads without her glasses. Can/Do you read without glasses? **7.** "What book are you reading this week?" "I've been reading 'The Hatchet' for the last two days." **8.** We aren't going to the coast/seaside on Saturday. We are going there next week. **9.** The sun is shining, the birds are singing; it's a fine summer day. **10.** Close the windows (please). It's pouring/It's raining heavily (outside). It often rains like that in July.

1.258.C.
1. "How are {you getting on / things going} here?" he asked Cambrea, who answered truthfully:

"Pretty well, I suppose, because I really don't take much interest in this job/profession..."

"Ha, ha!" laughed the public prosecutor, "I think you're not too well thought of... I mean you're not too popular..."

"That's what I think, too ... probably because I don't speak the dialect ..."

"By the way, excuse my asking you this, but do you know Horac well?" (He was one of the VIP's of the district).

"No," answered Cambrea, staring at him with his blue eyes, "I don't know him at all."

"Really? ..." wondered Alexandrescu. "He, however, knows you very well, as a matter of fact ... and he thinks very highly of you."

2. "What the hell is wrong with those fellows, Armand?" asked the undersecretary of state. "Where do they think they are, in the street?"

The minister's secretary, who knew everything, promptly informed him/answered: "Lupu Rădulescu has published another book of poems."

"You don't say!"

"They've been drinking since last night and they probably felt like having some music."

Evelyne, who had heard him, bitingly remarked, "But what do they think, that we have a jazz orchestra here?"

Tismana complimented her, acknowledging her with a gesture: "Bravo, Evelyne! Will you listen to this, they're having a party in the Athenaeum hall. I'd call the police to throw them out. What kind of manners are these?"

The woman didn't miss the chance of throwing in another cruel remark: "Oh, by the way, I haven't seen our little Roger around ..."

"Who are you talking about?" asked Tismana, pretending not to understand.

"Who do you think I'm talking about? That handsome boy you're always writing essays with, for the newspaper."

"What do you mean? I don't understand a thing. What essays? What newspaper?"

1.259.A.

1. Daniel bought a camera from his friend Victor last month. **2.** Victor sold the camera to him for 200 lei. **3.** Daniel paid for the camera the next day. **4.** Daniel knew almost nothing about photography at the time. **5.** Victor gave him a booklet with instructions. **6.** Daniel read the instructions carefully. **7.** Then he took pictures of all his friends. **8.** Of course, he held the camera very carefully. **9.** The next day Daniel took the film to the photographer's. **10.** The pictures were ready several days later. **11.** All the pictures came out very clearly. **12.** Daniel brought the pictures to school yesterday. **13.** Victor saw them all. **14.** He said the pictures were good. **15.** Victor put two photographs in his wallet. **16.** He gave the other photographs to his classmates.

1.260.

3. "What's your name?"

He didn't answer. He wasn't a runaway child, the track suit he was wearing was clean. He had a bright, yet tired look on his face.

"Are you hungry?" Constance asked.

He raised his eyes, kept silent for a few long moments, then suddenly showed that he was through an (almost) imperceptible nod of the head.

"O.K., let's have some grilled minced meatballs."

They stopped by a stand and sat down at a table. Constance pulled out a chair and grabbed the boy/got hold of the boy in order to seat him next to her.

"Vale," she whispered, "feel this boy's shoulders."

Vale put his hand on his shoulders.

"He's shaking," said Vale. "Child, you've got a cold. Let's have him drink/give him some hot plum brandy."

"Why can't a child sleep at home?" Constance asked Vale. "He's sleepy. Did you get any sleep last night?" she asked the boy.

He shook his head. He told them, however, where he lived. It was nearby. Vale ordered meatballs and steak. The boy was very hungry. He choked on the hot steam of the brandy and ate all the meatballs and all the bread.

"Tanța, you can stay if you want, but I'm leaving," said Vale. "I have classes at six, I have to go."

"Don't I have classes too?" said Constance. "Stay a little bit more."

"No, I'm leaving/I'm off."

Constance paid. Vale said goodbye. She headed off with the boy through the crowd. She put her hand on his back for a few moments.

"I'm not cold any more," said the boy. "Thank you."

"If you go on sleeping on damp ground, you'll have trouble with your lungs. What do you do, do you work anywhere?"

He didn't answer. She asked him how old he was. He was twelve. And how many rooms had they at home? At first he didn't want to answer. Then, suddenly, he looked up at her and said that they only had one room.

"And you don't have enough room. How many brothers have you got?" asked Constance and because he looked away, she didn't ask him anything else.

1.261.A.

1. When the teacher told us to stop writing, we were still working on the last problem. **2.** The phone rang twice while I was having my bath. **3.** When I met George and Paula in 1980, they were living in Buzău. **4.** As I was crossing the street, two cars raced by me at full speed. **5.** My father was talking to our neighbour when I got home today. They had been talking for a few minutes. **6.** I laid the table while Edward was talking on the phone. **7.** "What were you doing this time last month?" "I was studying for my exams." **8.** Sandra was (busy) packing: she was leaving the next day. **9.** "Where were you going when I saw you?" "I was going to the cinema." **10.** I would have taken part in the discussion, too, if I had read the book. But I couldn't get it. **11.** Christine ate/used to eat a lot of cakes when she was a little girl. Now

she eats only fruit. **12.** On Sunday mornings grandfather would get up early and go to (the) market. Then he would prepare breakfast for all the family.

1.261.B.

1. The doctors were smiling. The patient was staring with dazed eyes at the short man whose existence seemed to amaze her. She had an eloquent look on her face, as though she had always known that old man, as though he were a relative or had been her protector in her childhood. Unusually, the professor himself took his time examining her, although he always made it clear that Dr Sîrbu's diagnosis was correct. He asked her where she worked, how many hours, if she had made any special efforts recently. He stated his assumption that such efforts could produce/bring about the lack of certain unknown substances in the metabolism ... It should be observed ... But he didn't mention exactly what (should be observed), and then remembered: it concerned a certain case which he then explained to the other doctors in detail ... After that he asked the patient:

"Do you like to sleep?"

And he didn't wait for her answer, he turned back to the others with a wave: does anybody else have any other ideas?

"Therapy with sleep and insulin," concluded the professor and he got up, suddenly in a hurry, and left the ward.

"Don't eat anything tomorrow morning," said a nurse who had been left behind. "We're going to have a few tests done."

2. One day she received a phone call at school from the district educational section, inviting her to go and see the manager of the section as soon as possible. "What could they want?" she asked the school's headmaster/principal.

"I don't know; why don't you go and see what it's about?" he answered. "Who knows what it might be (about)! Maybe they want to promote you!" added the principal with false envy, seemingly suggesting that he knew very well why she had been called to the district headquarters and that he didn't envy her at all. Constance didn't notice and wondered whether it was possible for her to be temporarily moved from the middle school to some secondary school. She had long wanted that to happen, she was a teacher and thought that she deserved it. However, she refrained from saying anything to anyone, waiting to be appreciated without any kind of intercession.

1.262.A.

1. George lived in Tulcea for 20 years. **2.** In 1980 he moved to Bucharest. **3.** It is/It has been six years since he moved. **4.** You've torn your shirt! There's a hole in the left sleeve. **5.** It's the first time Aunt Virginia has ever flown (in a plane). She has travelled by train until now. **6.** I've visited the Village Museum dozens of times. Last week I took my nephew with me, too. **7.** He told me he had never been to that museum before. **8.** "We have already eaten/had lunch. We had lunch at 2 o'clock". "If you have had lunch, maybe you'd like some coffee." **9.** Robert has had a cold for a week. He caught (a) cold on Wednesday when he went to the stadium. **10.** We've had this car for a year and we've had no trouble with it so far/until now/up to now. **11.** I'm sorry. I've forgotten the title/name of the book. It's/It's been two years since I read it. **12.** Monica has been reading all afternoon; that's why she is so tired.

1.262.C.

6. He headed towards the cupboard and took out a big loaf of bread, a teakettle, a sugar bowl, a teaspoon and some tinned food.

"Would you like me to make some toast?"

"Oh, no! Tell me, have you read the novel "(Scenes de la) Vie de Boheme" by Henry Murger?"

"The truth is that I've read very few novels."

"So you haven't read it. Well, it's about some poor people in Paris who lived in some attics like this one (as a matter of fact). That's what you remind me of, right now. By the way, you owe me a bicycle. I hope you haven't destroyed/lost it."

"I was forced/had to leave it in a field near Ploiești."

1.263.A.

1. When we got to the shop, the shop-assistant had already left/gone home. **2.** We had just turned off the lights when we heard someone knocking at the door. **3.** We had been walking for half an hour when we met/came across Frank. **4.** When I asked Vera if she had phoned Monica on her birthday, she told me she had sent her a telegram. **5.** Victor couldn't leave for home until he (had) finished his work. **6.** George told me he had known Adrian for two years/he had met Adrian two years before. **7.** If he had had a driving licence, he could have driven the car. **8.** He had hardly/just finished writing when the bell rang./No sooner had he finished writing than the bell rang.

1.263.C.

1. He travelled with indifference among villages with scattered houses and, in the end, his destination came into sight. The woman in black from the group of townspeople had hardly moved the whole journey and although he seemed not to notice her, he had watched her all the time, sometimes intently/furiously, sometimes with indifference, although he wasn't fooling anybody, not even himself.

Finally, the small locomotive stopped, with a victorious shriek, and he got off tiredly and, instead of looking around, he stared after the woman in black who had travelled so close to him or rather he stared after her group. Suddenly, she turned and he froze for a moment, after which she looked away and left like a person who had never seen him before.

2. For seven years they had passed together through city after city, country after country, with the circus. They had been repaid with applause, they had won the sympathy of the crowd. But now life was tearing them away from each other.

Life had been kinder and more merciful for the bear. It was letting him go free. However, for the man it was harsher and more inhuman. It was keeping him tied there, for a piece of bread, for the rest of his life.

Dumb August entered Fram's cage. The bear looked at him with soft, kind eyes. They had been friends for a long time. One would have said that the bear himself knew at what price, on many nights, the clown forced himself to be cheerful in order to amuse the crowd.

"So, you're leaving?" asked Dumb August, stroking Fram's fur.

The bear didn't know how to answer. Actually, he (the bear) didn't even know that he was leaving. He didn't know what a happy surprise the former hunter had prepared for him.

He had been surprised that everybody had passed by to see him, patted him and given him presents. He didn't understand the reason for all these displays of affection. He felt that something new and unusual was going on. The behaviour of the people had caused a certain unrest in him as well. However, his understanding had ended there.

"So, you're going?" repeated Dumb August. "I envy you, my friend Fram ... I'll feel lonely ... The circus will be empty without you ... You've been a reliable bear ... More reliable than a greedy animal with the face of a human, like our manager!"

3. The ship arrived with signs of great haste. It had anchored in the high seas and sent two boats to load the furs of the hunters. Fram was looking around, understanding. His eyes looked sad.

The people were looking at him, but they couldn't understand what was wrong.

"I'm sorry to have to leave him here!" spoke Egon. "I feel as if I were leaving a friend."

"But he's made for the life here! This is his fate! Remember that when you got him, the Strutki Circus had sent him for the very reason that he was longing for these places, his home, so very much ..."

Both hunters had entered the hut to check whether they had forgotten anything.

When they stepped outside, Fram was nowhere to be seen. They looked for him, they called him.

4. Only at the hospital did Dr Sîrbu inform Dr Stamate, the one he had immediately sought by phone/on the phone after Vale had told him what had happened to his sister's ex-husband, that Dr Munteanu had fled (from) the world of medicine. However, the same morning he got a call from the "Neurology, Psychiatry and Neurosurgery" editorial staff, a journal where he had worked as a member of the board until recently and where he had sent a fragment from his study on Old Age Neurasthenia. The editorial staff were now asking his permission to print it whole. But the whole study was in the hands of the same Dr Stamate who had had it at home for a week and who still hadn't given his opinion of it.

1.264.A.

1. I'll phone you/ring you up as soon as I get to/arrive in Bucharest. **2.** We shall/will be working on the report when you come. **3.** If anybody asks for you, I'll tell him to ring up later. **4.** The show will not have begun by 7 o'clock in the evening/p.m. **5.** We'll wait here until Paul returns/comes back. Paul is coming back at 12:30. **6.** The sky is dark. It will be raining when/by the time we are ready to leave. **7.** If Dan invites me, I'll probably go to the party. **8.** You can phone me/ring me up at 2 o'clock tomorrow afternoon. I'm going to be/I'll be in my office in the afternoon. **9.** I don't know if/whether I'll leave next week.

1.264.C.

1. Then, from the door:

"Tell me, have you ever imagined what will happen to us after all these things (come to an) end?"

"I think so", answered Dănacu. "If I feel I'm good at writing, I'll relate everything that (has) happened to me. But I have no reason to believe that I'll be able to do so. In any case, I'll go on with my polytechnical studies, like the belated student I'll be then. After that, we'll see."

"I don't think there'll be any need for that. You finished your polytechnical studies in Spain, and now that you've started to work with me, you're doing a second university course. It's more than enough for one lifetime. If we get out of all this all right, we'll talk some more/at greater length."

2. The Colonel motioned to a waiter and, after ordering, said simply:

"I imagine your team is made up of people you get on well with."

"Of course."

"In a few days, I don't know exactly how many, if nothing else happens, an important client will arrive at the Curtici customs house. You'll get the picture and your instructions when you go and wait for him with your men. I'd like you to take your time and think what we could do to stop him from reaching Bucharest."

"You're talking about kidnapping him, aren't you? I don't imagine that ..."

1.265.A.

1. I know (that) it rains a great deal in this region. **2.** I think (that) our friends haven't seen this film yet. **3.** I suppose (that) you had no difficulty with your English homework last week. **4.** The telegram says/indicates that the manager will return/is going to return/is returning/returns next week. **5.** I asked the secretary to phone the manager's wife and let her know. **6.** Last night our neighbour asked us why we had come back so early from the party. **7.** She regretted she hadn't been able to come with us but promised she would accompany us (the) next time. **8.** I phoned the health centre and asked the doctor on duty to come and see me as soon as he could, for I was feverish and felt very weak. **9.** Sandra hoped she would be able to go for a walk with Victor if she finished her paper. **10.** Last week the teacher explained to us that wood floats on water.

1.265.B.

2. "You have a very accomplished secretary, from all points of view. I hope he's told you that we're going out together."

"Oh, no, not that. He never tells me anything about his private/personal life and I don't ask him either."

"I took a few pictures of him for the "Signal" magazine and I sent about 24 of them to Berlin. They wrote and said that he would appear on the cover of a January issue. I think he might be able to make a career in films. You should give him some advice, too. Blond, tall, with that open look in his eyes, he has something Arian in him that appeals to our public."

"Oh, yes", agreed Tismana, "I have to admit that he's very popular with women. You know, I have nothing against his making a film."

3. I walked into an optician's. The owner's name, 'Alexandru Kecskemeti', was up in gold letters. I told the shopkeeper that I wanted to buy some glasses and he advised me to go and see doctor Dezideriu Pohr first. He would give me a prescription and I should return with it. He told me where the doctor lived, not too far (away) from the shop. I found the doctor at home. He asked me where I came from and when he heard that I lived in Caransebeș, he asked me if I knew a certain doctor. How could I not know him? The entire town knew him as a very original man who bathed in the Timiș even in winter and the people in town said that nobody had ever seen him ill with a common cold or anything else.

4. The teacher talked for a few minutes and said that it wasn't right for a boy like Moromete's son not to go on with his secondary school studies. He wouldn't listen to any of the reasons. Moromete had had debts all his life and he would continue to have them for the rest of it. He'd never get rid of his debts by not sending the boy off to school, but instead he'd manage to destroy the boy; the boy liked to study and he would suffer for the rest of his life because of that, he would never fulfil his potential if he remained there in the village. And that was something that Moromete should accept from him, the teacher, who had known the boy for four years!

5. "What do you want?" asked the head of the personnel office after a moment's silence.

"I wanted to tell you that I'm rather ill and that I'd like to be given leave."

"That's fine," answered Mr Mînăfoaie, after another moment's silence, this time longer than the one before,

during which he had mumbled a "yes" away from the receiver, not addressed to the person he was talking to. "That's fine, comrade," repeated Mînăfoaie coldly, "but why didn't you come to work yesterday?"

"I've told you that I'm ill!"

"Actions speak louder than words, comrade!"

"What do you mean, actions?"

"Bring in a medical certificate. You were also away from work ten days ago; bring in a medical certificate."

1.266.A.

1. This furniture is made in Brăila. **2.** My name is Ecaterina but I'm called Kati by my friends. **3.** The foundations of the new block of flats have already been laid. Now the first storey is being built. **4.** Close the window, please, or it will get broken. **5.** Your hair is too long. You'd better have it cut. **6.** The students were walking to the canteen; dinner was being served. **7.** The novel 'Vanity Fair' by W.M. Thackeray has been translated into many languages. It has been translated into Romanian, too. A new edition will be published next year. **8.** Little Alec likes being told stories. **9.** English is a difficult language. It cannot be learnt/learned in a few months. **10.** If the rain hadn't stopped we would have got soaked. **11.** George had an accident yesterday. He was taken to hospital at once. **12.** George was released from hospital two days after he had been admitted. **13.** Today is the 20th of November. The telephone bill should have been paid by now. **14.** Mr Smith wanted to know if breakfast was served in the hotel. **15.** He was told that the dining-room would be opened at 7.00 a.m. and breakfast would be served there. **16.** These flowers would grow better if they were watered more often. **17.** The papers must be handed in now. **18.** "Why was Alice so happy last night?" "She had just been offered the present she wanted."

1.266.B.

"Have you heard?"

"What?" said I.

"Oh, so you don't know?"

"What, old man?"

"Last night they caught two people, a Bulgarian and an Italian . . ."

"Where?"

"They caught the Bulgarian at Valea Largă, when he was getting off the train and setting off on foot for Sinaia." [. . .]

"And now where is he?"

"He is shut up at the Chasseurs' barracks on the hill." [. . .]

"Well," said I, "you must send that to your paper."

"Of course I shall send it . . . I'm off to the telephone now . . . Wait a minute. I'll be back immediately . . . I'll bring you news from Bucharest." [. . .]

When the captain had taken a few steps, back came my reporter from the telephone, frowning deeply. [. . .]

"Let me tell you what I've just heard on the telephone from Bucharest . . . It's very bad! War has been declared."

"What?!" I said, appalled.

"Twenty-three Romanian officers and thirteen soldiers, engaged in exercises on the Danube, between Calarash and Giurgiu, were surrounded by the crew of a Bulgarian gunboat, which had landed on our soil. They were disarmed, made prisoner, loaded on to the gunboat and taken across to the Bulgarian bank."

"Really?"

"So you see we can't stand by with folded arms . . . Wait a moment . . . I'm off to the telephone to give details of the Bulgarian's escape . . ." [. . .]

Dazed, I returned to my seat and sat down again to wait for the reporter, who was due back from the telephone.

I did not have to wait long before he returned.

"Well?" I asked. "Any news from Bucharest?"

"There is persistent talk of the murder of an examining magistrate."

"Go on! . . . But do you know what I have heard? . . . I was just talking to Minister X . . ." [. . .]

"What?"

"The bridge over the Danube . . ."

"Well, the bridge over the Danube . . . ?" [. . .]

"Don't you see?"

"Has been blown up?!?"

"Yes!" I said. "How did you guess?"

"I was told something on the telephone, but I didn't believe it . . . I'll go and confirm the news!"

And he was off like a shot.

(Translated by E.D. Tappe)

2. FINITE MOODS: THE SUBJUNCTIVE

2.02.
3. take 4. be hanged 5. be 6. be it understood 7. say 8. forbid 9. be fired 10. take 11. be.

2.03.
3. started 4. expressed 5. were watered 6. put 7. were reading 8. were given 9. realized 10. were moving

2.05.
2. had not asked 3. had brought 4. had not hurried 5. had known 6. had done

2.10.
2. be included 3. be lowered 4. lock; leave 5. be made 6. be sold; buy 7. be extended

2.17.
2. 'd rather have lived 3. 'd rather commute ... than live 4. 'd rather go 5. 'd rather have had 6. 'd rather do ... than ask 7. would rather have gone ... than sought 8. would rather travel ... than stay 9. would rather have stayed ... than travelled

2.20.
2. 'd rather 3. 'd better 4. 'd better 5. 'd rather 6. would rather 7. 'd better 8. 'd rather 9. 'd better 12. 'd better 13. 'd better 14. 'd rather 15. would rather 16. 'd better 17. 'd better 18. 'd rather

2.26.B.
2. had 3. would lend 4. would play 5. spoke 6. would be 7. stopped

2.28.
1. were 2. were setting 3. were slipping 4. found 5. were 6. were looking

2.33.
2. had written; wouldn't have got. 3. would hardly have believed; had seen 4. had come; wouldn't have found. 5. had known; wouldn't have recognized 6. had been; would have missed 7. wouldn't have come; had invited 8. would have come; had been

2.35.
1. came 2. had not stayed 3. did 4. had done 5. had 6. came 7. had heard 8. did not mention

2.39.
3. should understand 4. should have said. 5. should have met 6. should have 7. should have gone off 8. should have asked 9. should have been

2.42.
3. should be done 4. should be 5. should continue 6. should be allowed 7. should leave off ... and go 8. should be held 9. should dismiss ... and ride

2.51.
3. may tend 4. might be taken 5. might let 6. may call 7. may have 8. might leave

2.52.
3. might get 4. should hear 5. might leave 6. might strike 7. should let 8. might let 9. should miss 10. might say

2.57.
1. knew 2. would rain 3. had known 4. were 5. had taken 6. would go and see 7. had 8. had not taken 9. would let

2.78.
3. should be made 4. should visit 5. should be removed 6. should put off 7. should not be allowed 8. should keep 9. should tell 10. should be submitted

2.80.
1. should 2. should 3. would 4. should 5. would 6. would 7. would 8. should 9. should 10. should 11. would 12. would 13. would.

2.84.
1. tried; had taken 2. follow 3. had been 4. were 5. hurry 6. had seen 7. knew

2.86.
1. had done 2. were going to say; had changed 3. had known; were 4. had not heard 5. were going to be 6. drew 7. were making 8. had been 9. had been shouting 10. were laughing

2.88.
1. had had/would have 2. had answered 3. haven't made 4. might/could/would get out 5. should/might get back 6. were 7. had not come 8. were 9. should/might/would not trip 10. heard.

11. (should) give **12.** lit **13.** should think **14.** insist **15.** might/could/would last **16.** did not know **17.** might/should have been **18.** should explain **19.** had been running **20.** was **21.** should know **22.** might not phone **23.** was.

2.90.

1. My dog always barks if he hears any strange/unusual noises. **2.** You will go to the coast/seaside if you pass all your exams. **3.** If you don't leave/unless you leave at once/immediately, you will surely/certainly miss your train. **4.** If I had a day off tomorrow, I should/would go to the mountains. **5.** I shan't/won't take the floor unless Angela brings up the matter herself. **6.** If I hadn't understood him, I should/would have asked him to speak more slowly. **7.** If the weather was fine, they went to the beach early in the morning. If it was cloudy, they got up later. **8.** If I had seen the accident, I would have written down the licence numbers of the cars.

2.92.B.

1. For three days and three nights I sat at her bedside. I would have brought my elder brother to see her, but he had left, he was no longer living in the same village as us; he had moved in with his sons in Bucharest. What would he have cared, even if he had seen her and how could he possibly have helped her? I would have brought him and said to him: "Look what you've done to her ..." and then I would have let him leave for Bucharest.

Had I told her, she wouldn't have come and I don't even know if he would have come. I don't know which one them felt more betrayed in their beliefs and hopes; I even think that my elder brother was more angry with Adela than Adela was with him. And I even told him why.

2. "When we relate this event, people will laugh and say that we still haven't abandoned our hunting tales. What do you think, Fram, my friend Fram?..."

Fram growled. If he had been able to talk, he would have related how he knew somewhere in an Eskimo tribe of a child that had gone through the same as he (had) and, surely, how he had become known as the biggest liar before even becoming a great hunter. He growled. He looked meaningfully towards the hut with the magic singing box.

"He's asking us to turn on the radio," Egon began laughing. This is the bear with the greatest love for music I've seen in my life!..."

He entered the cabin and turned on the radio.

2.93.A.

1. Father wanted us to walk, but mother insisted that we (should) go in the car. **2.** We were afraid the child might fall ill/lest the child should fall ill. **3.** I suggested that George (should) come and spend a few days with us. **4.** Far be it from me to interfere in your business! **5.** It is recommended that people with a weak heart (should) take pills once a day. **6.** Come what may, I've decided to tell them the truth. **7.** Be careful about the key. If you should lose it/should you lose it, you'll never get into the house. **8.** I wouldn't have told you anything even if I had remembered any details. **9.** It is desirable that this issue (should) be settled as soon as possible. **10.** He was afraid he might forget her name/lest he should forget her name; that is why he asked me to put it down. **11.** It is necessary that an investigation (should) be made.

2.93.B.

1. I wish I were a (little) child again. **2.** The teacher wished all the students had read the novel so that they could talk about it. **3.** I wish you wouldn't be late for my classes again. **4.** He looked at his watch as if he were waiting for someone. **5.** I remember the film as if I had seen it yesterday. **6.** You've packed so many things as if you were going to spend a month on the coast/at the seaside. **7.** No matter how pleasant it may/might be on the coast, I'd rather go to the mountains. **8.** It's time you left for the station. It's very late. **9.** I will buy this dress even if/even though I may regret it later. **10.** He worked very hard so that he could/might finish the project in time./He worked very hard (in order) to finish the project in time. **11.** However late/No matter how late he may/might have come, he should have phoned me. **12.** I called a taxi for fear I should be late for the show./I called a taxi so as not to be late for the show.

2.93.C.

Urmatecu sipped some tea and beckoning to Lefterică to move closer, asked him:

"What about this paper? Have you seen this one before?"

Lefterică cast a glance at the letter.

"Why, of course."

"Do you remember the circumstances?"

"I should think so."

"Would you be able to tell the whole story as it happened then?"

"Yes, certainly! But it's quite an old story. It must have happened seven or eight years ago. I'd almost forgotten about it!"

"Shut up, stupid," and Iancu slipped the letter hastily into his pocket for Ivanciu himself had just walked into the room.

The newcomer seemed not to have spent a very restful night. An old merchant, he had learned to conceal his unrest and nervousness. And yet his anxiety, stronger than his will, was printed on his face. His small grey eyes kept shooting searching glances right and left as though he feared falling into some trap laid for him. Iancu's threat the night before and, above all, the whole story with Father Gose's children, had left him very tired. He knew Urmatecu was a 'madcap' as many of his friends called him and he was aware too (for he'd known him for years) that Iancu was shrewder and could work out schemes that his own duller brain was unable to fathom. For this reason, he regarded Iancu with mixed feelings of admiration and fear, which he concealed. He thus walked in slowly as if he had come from the next room, leaned/leant his cherry-wood stick in the corner and sitting down leisurely on a chair, said:

"Man, you are a joker, no doubt about that," and he gave a broad smile waiting to see what would happen next.

(Introduction to Rumanian Literature)

3. MODAL VERBS

3.07.
3. didn't have **4.** don't need **5.** didn't use **6.** don't have **7.** didn't dare **8.** didn't need.

3.09.B.
3. don't they? **4.** couldn't it? **5.** didn't you? **6.** ought we? **7.** wouldn't you? **8.** do you? **9.** woit they? **10.** did she?

3.11.
4, 7, 8, 12, 13, 14: *to* is necessary.

3.34.
3. is never able to **4.** shan't/won't be able to **5.** schould would be able to **6.** haven't been able to **7.** wasn't able to **8.** hadn't been able to.

3.50.
1. could/was able to; can **2.** will be able to; shall/will be able to; can **3.** can **4.** couldn't **5.** can; can **6.** can; will be able to **7.** can; can **9.** were ableto **10.** could/will John be able to **12.** has he been able to **13.** has always been able to; can **14.** will he be able to **15.** have been able to; can/will be able to **16.** have you been able to **17.** can **18.** will be able to.

3.72.
3. are not allowed to **4.** may **5.** won't be allowed to **6.** have just been allowed to **7.** would be allowed to **8.** had hardly been allowed to **9.** was not allowed to **10.** might.

3.96.
1. must/will have to **2.** must **3.** had to **4.** have to **5.** must **6.** had to **7.** must has to **8.** will have to **9.** must

3.104.
3. needn't have sent **4.** didn't have to do **5.** didn't have to buy **6.** needn't have bought **7.** didn't have to get up **8.** needn't have dictated.

3.108.
2. must/be **3.** must have misunderstood **4.** must be raining **5.** must have fallen **6.** must be **7.** must have met; must remember **8.** must have been studying **9.** must be doing **10.** must have recognized **11.** must have been reading

3.147.
1. shall **2.** will **3.** shall **4.** will **5.** will

3.169.
3. ought to be **4.** ought to have arrived **5.** ought to be **6.** ought to have landed

3.171.
3. must **4.** should **5.** must **6.** must **7.** must **8.** should **9.**

3.173.
2.a. 'd better **b.** should **3.a.** should **b.** 'd better **4.a.** should **b.** 'd better.

3.175.
1. should stop; shouldn't be allowed; should have been **2.** should have called **3.** should have been **4.** should be done; should talk **5.** should have talked **6.** should we do **7.** should speak **8.** should have thought; should ask

3.181.
3. are supposed to **4.** was supposed to **5.** is supposed to **6.** was supposed to **7.** was supposed to **8.** is supposed to **9.** was supposed to **10.** are supposed to.

3.183.
3. am to learn **4.** were to have taken **5.** was to be taught **6.** were to be sent **7.** was to do **8.** was to have opened

3.191.
1. c **2.** d **3.** d **4.** c **5.** d **6.** c.

3.197.B.
1. "Can you tell me where I am, Mr Tronaru, or Samoilă, or whatever else they call you?"

"The address is of no importance, miss. We are in the attic of the Bucharest Medicine Faculty. I've been living here for over a month, ever since I managed to escape from Ploiești, so I'm your host."

2. Silvia had sat down in amazement on a chair and was now looking at him, trying to understand something of what had happened to her.

"Would you mind telling me what this kidnapping is all about?"

Tronaru smiled with kindness.

"Miss, things could have been even worse. Mr Panaitescu, the one who brought you here, has put someone in your place for the sake of our police, who have been following you ever since the death of your father. I wouldn't be at all surprised that those men, who are actually looking for me, didn't sigh in relief when they found out this morning that you had disappeared from under their noses."

3. "I don't understand a thing."

"If you can believe me, neither do I. It might seem strange to you, but in our illegal activity, the less you know, the better off you are. Let me light the fire, it gets cold in here. We're high up. I have a German sleeping bag for you, from my days of mountain climbing.

4. "I want to tell you something that will surely surprise you: I'm hungry."

Tronaru burst out laughing and happily rubbed his hands together.

"Couldn't you have started with this? They are the most beautiful words you have uttered up to now. What I can offer you is a cup of tea and some tinned food. We're going to live in a military style here, just like on the battlefield. I'm not allowed to leave this building either."

3.198.B.
1. You'll decide what to do according to the situation. What's important is for you to train the people you'll have to work with. The person I'm telling you about will be arriving by sleeper; he's coming all the way from France.

4. Recently Moromete had begun to take more interest in the Parliament debates, especially since he had found out that Iorga took part in them. He thought that a great scholar must be a great politician as well, and Moromete was searching in the debates for something he thought only a learned man could accomplish. "If he says he'll do this thing, then I'm going to support him, believe me, in the elections", Moromete had declared at the workshop but without saying exactly what that thing was.

6. It hurt Dorin very much to have to be unpleasant to his friends, as he had been forced to be at the meeting, but on the other hand he would have liked his friends to know for themselves when to stop. Yes, yes, there was no excuse for the way Paul had behaved at the meeting. He had forgotten that when aiming for something you must use your brain and not rush on blindly ahead. You also have to know how to present the problem so that nobody can discover your weak points and pick on them.

3.199.B.
1. "Dima, am I to understand that your man has got drunk and won't be bringing us any food or wood? Could they have found him or could his fright have made him back out? What's happened to him?"

"He may/might be ill. But I'll take care of everything."

He was already halfway outside and was looking for a safe place on the frozen roof.

"Shall I help you?" cried the girl, looking at him anxiously.

"No, you needn't/Don't worry, I'm not going too far out 'cause then I'll get seasick."

2. The colonel shook his hand and said to him:

"The hardest thing in your profession, and you should have discovered it long ago, is that you haven't had and won't have a private life. Your having fought for three years on foreign land for the ideas we both believe in, is enough proof that you haven't thought very much about your private life, isn't that so?"

3.200.B.

1. I wonder how they could stand me (among them), because after every fight/row I would leave, slamming the door behind me, and I always had the feeling that I had broken up with their group forever. But no, after some time they would invite me again, as if nothing had happened. And every time I went back, expecting them to have changed. Not in the least. Years later, and this is what (always) seemed so incredible, I'd meet the same people as if I had only seen them the day before. Well, we ended up by remaining friends; (what) I mean (is that) none of them became a deadly enemy, after all the tricks I had played on them.

2. "No, I'm not lying, please believe me. I'll take you there as soon as I can. I'd show it to you tonight, but it's impossible. The doors are locked, the guard is away for three days, that's why he's brought us so much food, but as soon as we can get out of here I'll take you to see the lift; it looks like a royal carriage, I've seen it. When you go up in it, you feel that you're about to reach some place high above, where there is no ceiling at all; when it gains speed, you feel it's going to break through the ceiling and God knows where you'll end up."

"Enough for tonight. It's a very nice Christmas story told by a poor man who has nothing else to give me, but please believe me that it's as nice as that Christmas tree he used to stick just outside the house and which you liked so much."

3.201.A.

1. You'd better wear an overcoat. Otherwise you may/might catch a cold. **2.** You should/ought to have paid more attention to your guests. **3.** Sandra said she would rather live in Suceava than in Iași. **4.** I'd rather not go out with you tonight. I've got a lot of work to do. **5.** I hadn't understood the lesson, so Dan had to explain it to me again. **6.** I'll be able to go away as soon as I've taken my exams. **7.** I've got to hand in the graduation project before the weekend. **8.** Edward must have been disappointed when you told him the news. **9.** Will/Would you slow down, please. I can't walk so fast. **10.** Our guests should arrive any moment now. **11.** I tried to convince her, but she wouldn't listen to me. **12.** It must be quite late because the streets are deserted. **13.** You can use my bicycle anytime you want to. **14.** Don't you think you should/ought to see a doctor if you aren't feeling well? **15.** Our teacher told us we didn't have/need to answer all the questions. **16.** I suppose I could do that (kind of) work if I had to. **17.** Do you have to go? Can't you stay a little longer?

3.201.B.

1. She was cheerful and was laughing at him, but he didn't get angry with her, he had begun to understand her; she was the kind of girl who wanted to lead a free life and to have a husband who would never place any heavy loads on her shoulders; that was why she had married him and not anybody else and why she had run away from home. But what could he do, where could he possibly get the money for the house from? She was joking about it, but if until autumn his brothers and sisters could sleep on the porch, when the cold came, they would have to come inside and then where would Polina sleep? What would happen to them if they didn't have anywhere to stay? Because, no matter how strange the matter seemed, especially since he hadn't realized it until then, he simply didn't have any where to live with her!

2. As a matter of fact Edgar is a very successful young man in the drawing-rooms of Tîrgul Mare.

He has spoken French since he was a child and is very knowledgeable about fashions and clothes, so that many a time he is consulted about this. The profession of society columnist is no easy task for he must write about ladies, and ladies are fastidious, whimsical, pretencious. Say a good word about one and you are sure to/will annoy another; speak ill of another and you won't be able to claim that you are a true gentleman. Should you go on too much about one lady, you'll give rise to suspicions; if you happen to pass one over, you'll rouse her dangerous hatred of you. Especially in a very limited and very select society as that of Tîrgul Mare, a society columnist has to focus his attention very carefully. No doubt it is a difficult profession, but young Bostandaki, a clever man possessed of a distinguished education, seems to be born for the profession of society columnist. His columns, in letter form, appear in a daily newspaper published in a big nearby provincial town. However, someone might say:

'Very well, but the columnist is human, and young especially. He is sure to/must have his likes and dislikes. He will sit in a corner of the drawing-room, notebook in hand, and gaze at the young ladies whirling giddily in a

waltz; in the whirling movement his eyes are sure to notice among them some more graceful than the others, and among the more graceful ones one — adorable, peerless.'

'Of course,' I would answer, 'I see what you mean. But a society columnist must not let his feelings get the better of him; he must be discreet and fair. And this no one can do so well as Turturel.'

(Translated by Olivia Manning)

4. NON-FINITE MOODS: THE INFINITIVE

4.05.

2. like to visit **3.** to meet **4.** to arrive; to get **5.** laugh to see **6.** be **7.** to win **8.** to have; participate **9.** to live **10.** wait; phone **11.** leave **12.** have; to buy **13.** work; go **14.** to finish **15.** leave; to hear.

4.07.

3. to go **4.** to receive **5.** to be taken **6.** to be checked **7.** to water **8.** to be answered **9.** to be returned **10.** to put.

4.12.

1. to be reading; to notice **2.** to have booked **3.** to be looking **4.** to have overflown; to be advancing **5.** to have been raining **6.** to have travelled; to have seen **7.** to speak; to have learnt **8.** to have been working.

4.16.

3. is not free (a) **4.** not to lend (b) **5.** not to be able (b) **6.** was not at all pleased (a) **7.** was not sorry (a) **8.** not to see (b)

4.41.

2. him **3.** them **4.** her **5.** him

4.47.

2. The film was thought to be highly original. **3.** Mt Everest is known to be ... **4.** The ascent was reckoned to have taken ... **5.** The situation is reported to be ... **6.** The salt mine was estimated to have ... .

4.59.

2.a. to play; **b.** to be played **3.a.** to be held **b.** to hold **4.a.** to be included; **b.** to include **5.a.** to cancel; **b.** to be cancelled.

4.91.

2. on; in **3.** on; by **4.** with **5.** from; in **7.** with through.

4.104.

3. easy enough **4.** enough sunshine **5.** brightly enough **6.** enough money; cheap enough **7.** enough food **8.** enough bread; fresh enough **9.** enough sugar; well enough **10.** sweet enough.

4.108.B.

1. to do; to get; to carry **2.** to disappoint/to have disappointed **3.** to have been awarded **4.** to win **5.** to be invited **6.** have been **7.** to have heard **8.** to be handled **9.** be reading; hear **10.** have been sitting; be waiting **11.** to be having **12.** to have been experimenting; to have achieved.

4.114.C.

5. "Have you been here long?"

"Fifteen minutes. I wanted to find a free table, so that we could talk quietly. What's this all about, because I imagine we don't have too much time (to spare) ..."

"Will you let me first have/drink a pint of beer? I've been running around all day and I'm thirsty. Do they have anything to eat?"

"Mutton."

"It'll do."

4.114.D.

1. He was an old sick clown, who lived alone and knew that he would end up in some hospital or asylum.

Like Fram, he felt exhausted.

He would have liked to escape the life of a clown, of deadly somersaults and of making faces that make the crowd laugh. But there was no escape for him. He had to laugh, to make faces at the spectators, to receive blows to his head, slaps and kicks in the back, because it was the only way for him to earn his bitter daily bread. Otherwise, he would have found himself mercilessly thrown into the streets by the circus manager, who was even crueller than the caged animals.

Now the old and sick clown had come to say goodbye to Fram, the polar bear.

2. It was a happiness very close to fury that made Călin tell Ana that, since one thirty in the afternoon, his father had begun to look like Michael the Brave before the battle of Călugăreni.

"The helmet, the axe and a Sinan Pasha are all he needs. I'm sure that right now he's thinking very carefully about the third missing element of the trilogy."

He would never know how much truth there was in those words. On Monday morning at 5 o'clock Mihail was standing before the bread stand in the new district.

3. They pulled up at an inn in Vatra Dornei. Then they went to an office to which the innkeeper had directed them, and there they found a clerk wearing a cap. He seemed to be (a) German, judging from his speech.

"*Bitte*, what can I do for you?" he asked them, raising his hand to his cap.

"We would beg of you, sir, to look up in your books the sale of some sheep last autumn," the woman answered with a beating heart.

"That can be done, and without much cost."

"We're ready to pay. The man who sent us to you said we were to give you enough for a pint of beer."

"If he said so, I won't grumble. Now let me see; what month did you say?"

"November."

"Yes. Here it is. November, the first Sunday, Gheorghe Adamachi and Vasile Ursachi sold three hundred sheep to Nechifor Lipan."

Vitoria gave a cry, "That's it!"

"*Bitte*, what is it?" the German asked anxiously.

"Nothing, except that Nechifor Lipan is my husband."

"All right, then, there's nothing to be frightened about. No, please, you don't owe me anything," he added, waving away the money offered him. "I had a drink at the time to celebrate the bargain, and that is enough. It was the largest number of sheep sold hereabouts."

(*Introduction to Rumanian Literature.*)

5. NON-FINITE MOODS: THE GERUND

5.04.

2. having promised **3.** having caught **4.** having read **5.** having learnt **6.** having slept.

5.13.A.

1. taking off **2.** pronouncing **3.** thinking **4.** buying **5.** being **6.** worrying **7.** having **8.** delaying.

5.25.

2. of losing **3.** in getting **4.** about studying **5.** with your grumbling **6.** to hearing **7.** about testifying **8.**

on learning **9.** on attending **10.** about losing; for replacing **11.** of completing **12.** to your going.

5.29.

2. to using **3.** about phoning **4.** about losing **5.** on getting **6.** in selling **7.** on doing **8.** to seeing **9.** about/of saying **10.** on getting **11.** for making.

5.35.

2. about/of spending **3.** on seeing **4.** to starting **5.** from drowning **6.** in for acting **7.** on passing **8.** for being **9.** on taking **10.** for lending **11.** to you/your coming **12.** to grandmother eating **13.** off leaving **14.** for repairing **15.** like going.

5.44.

2. of writing **3.** for not phoning **4.** for leaving **5.** in teaching **6.** of finding **7.** of solving **8.** about asking **9.** in learning.

5.57.

1. to come **2.** to watch **3.** telling **4.** to make **5.** acting; to see **6.** to refuse **7.** to come; to stay; to come; to spend **8.** travelling **9.** having; to think **10.** seeing/to see **11.** to come; listening; to listen.

5.61.

1. reading **2.** to bring **3.** promising **4.** to buy **5.** painting; to paint **6.** smoking; to smoke **7.** washing; to wash **8.** asking; interrupting **9.** to say/saying; listening **10.** to wait; making **11.** living; moving.

5.64.

1. to know **2.** to travel **3.** to gain **4.** to perform **5.** to turn; working **6.** to open **7.** skating **8.** using **9.** to write **10.** shipping **11.** waiting **12.** to touch; being **13.** to see; to find; buy **14.** playing; walking.

5.71.

2. to take; speaking **3.** receiving; answering **4.** raining; to finish **5.** looking; watching **6.** to go; seeing **7.** to be; firing **8.** smoking; to eat **9.** to stop; hitting **10.** boiling; frying; cooking **11.** going; stay; watch **12.** wearing **13.** to eat; trying **14.** to catch; getting up; getting up **15.** to have; meeting **16.** to ask; hearing **17.** to disturb.

5.73.B.

1. "Oh, dear God, if only, sweetheart, you had been man enough to find a place of your own, to marry a good girl with money, and take me to live with you so that, for once

in my life, I could be happy, too, just for the little while that I have left to live!"

Pavel, who was stretched out on her bed, started crying, started to swear on what was most holy to him that he would change, started making plans for the future: how he would buy a little house of his own on the outskirts of the town; how he would get married, how his mother would live like a true lady ...

As time passed, Ana stopped wondering what was wrong with her son, why he did the things he did. When she thought of him, bitterness and exhaustion filled her heart, and she prayed less and less to God to put him on the right road, feeling that she was wearing her knees away for nothing. She stopped sending him so much money and started giving everything to Emily.

2. The teacher stopped talking and a few minutes of silence followed. Then the priest started talking. He pointed out that the teacher had no personal interest in the matter, but he realized that he had to do his duty and inform the parents of their son's fate. After that the priest started to support the teacher's idea (the mother's idea, actually), that the boy wasn't made for physical work and that he might die if he remained there.

Moromete was silent all the time and continued to be silent even after the priest (had) stopped talking. It was clear that he was completely overwhelmed by the occasion. He would never have guessed that his son could be what the teacher said he was.

3. One day I found my friend waiting for me with a Gotha almanac in his hand. He was sitting there, book in hand, staring blankly ahead.

'See, it was really true.'

'What was?'

'She's only thirty-three.'

And he kept staring blankly at his vision.

'What's the matter with you, pal? Aren't you all right?'

He started laughing/to laugh, nodding his head as if saying; 'I do know a bit more than you, your reverence.' Then he went on perusing the book.

'And if you consider she had a torn shoe ... Who the hell could have thought!'

'Listen friend, are you, by any chance, going down with malaria?'

'Malaria! What do you mean? It's exactly the way I'm telling you.'

'You have told me nothing so far!'

'Order a small glass of vermouth for me.'

Although we were about to go to supper, I thought that man has but one life to live and that it was a pity for us to spend it in grief. I was on the point of fulfilling his wish, when we were called to supper.

I let him eat in peace, so that he might get over the melancholy memory hunger had brought back upon him.

(Translated by F. Nădăban and J.W. Rathbun)

6. NON-FINITE MOODS: THE PARTICIPLES

6.10.

2. am having **3.** are you doing; am waiting; have been waiting **4.** is reading; has been reading **5.** is arriving **6.** are leaving; are flying **7.** was jogging **8.** were playing **9.** shall/will be preparing **10.** had been writting.

6.33.

2. have listened **3.** have taken **4.** have left **5.** have eaten **6.** have caught **7.** have written

6.34.

3. is drunk **4.** were being repaired **5.** shall/will be punished **6.** was met **7.** will be built **8.** are being taken

6.45.

3. thin-faced **4.** striped **5.** detailed **6.** open-minded **7.** blue-eyed **8.** spiced **9.** sleeved.

6.46.B.

2. well-behaved **3.** well-dressed **4.** well-trained **5.** well-lit **6.** well-known **7.** well-equipped **8.** well-read.

6.50.

2. for **3.** with **4.** to **5.** to **6.** in **7.** to **8.** by **9.** of **10.** for **11.** of **12.** for **13.** to; for **14.** as **15.** for.

6.53.

3. crowded **4.** boring **5.** built **6.** astonishing **7.** frightened **8.** disappointed **9.** pleasing **10.** amusing.

6.60.B.

1. Once, when I was in town with my brother, he started, as usual, to say "Good afternoon" to all the passers-by. He said

"Good afternoon" left and right, always looking at me to see the expression on my face. His own expression was a serious one. And he would always wink at me, daring me to imitate him, threatening to tell mother. At one point a lame man passed by us, leaning on his cane. He was the public prosecutor Constantin Dobrian, a feared and respected city figure, always silent and severe. Ionel greeted him with the usual "Good afternoon." The public prosecutor immediately stopped him and asked:

"Do you know me, boy?"

"No, I don't," answered my brother.

"Then why did you greet me?"

"Because that's what my parents (have) taught me to do."

"Good for you!" said the prosecutor and, digging into his pocket, took out his wallet, selected a twenty-lei coin and gave it to my brother, who was staring at him, unable to believe his eyes.

Then, after Dobrian had walked away, Ionel held out the coin under my nose.

"Did you see that? Did you see what it means to be polite? If you had said hello too, you would have got twenty lei, just like me. Let's go to Fleischer's sweetshop for some icecream . . ."

2. A little later a red flame rose from the other side of the village. That was the signal that the second team had reached the appointed spot.

Dănilă Biș, who was unsurpassed in this sort of feat, tossed back a draught from the bottle he carried in his pocket and, taking up the alpenhorn-shaped trumpet that one of the boys held out to him, tested his voice, yodelling into it:

Olelie, most lovely pearls,

Here's the roll of the unwedded girls . . .

Down in the village, the people gathered at the tables left their meat, food and drink and stepped out to listen. The men, warmed by drink and more thickly dressed than the women, ventured into the village alleys to exchange a word with their neighbours, offering or asking for a cigarette and splitting with laughter at the young lads' quips. They were glad the boys had fine weather for their sport. After the storm, the cries of the young men on the hills rang out clearly in the frosty air, echoing far beyond the village.

The women, old and young, kept giggling. Some of the women, whose conscience was not as clear as they would have liked it to be, felt their shirts burning against their skin and the perspiration breaking out everywhere; they were praying that they would escape attention.

On the hill, Biș was chanting in a sonorous voice the names listed on the roll that he had drawn up with his friends in the morning.

(Introduction to Rumanian Literature)

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